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HUMAN RESOURCES



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LABOR

NEW WAGE, BONUS PAYMENT RULES IN AGRICULTURAL SERVICES

Moscow KHOZYAYSTVO I PRAVO in Russian No 6, Jun 84 pp 9-14

[Article by V. Zhurikov, chief of the USSR Ministry of Agriculture's Main Administration for Labor and Social Questions, under the heading "The Food Program -- A Nationwide Effort": "Based on End Results; New Wage and Bonus Terms for Workers at Enterprises and Organizations Serving Kolkhozes and Sovkhozes"]

[Text] In accordance with the resolutions of the May (1982) CPSU Central Committee Plenum, important changes aimed at strengthening material interest in increasing crop yields and [livestock] farm productivity, in improving the efficiency of all kolkhoz and sovkhoz production, have been made in the existing procedure for paying wages and bonuses to "Sel'khoztekhnika", "Sel'khozkhimiya" and other workers at enterprises and organizations serving kolkhozes and sovkhozes.

The new wage and material incentives conditions for rural laborers are in the following decrees adopted by the USSR State Committee for Labor and Social Questions and AUCCTU Secretariat following the May CPSU Central Committee Plenum: "On Approving Indicators for Including Regional (Interregional) 'Sel'khozkhimiya' Production Associations in the Supervisory, Engineering-Technical and Other Specialist Wage Groups" and "On Approving a Standard Regulation on Awarding Bonuses to Workers, Supervisory, Engineering-Technical and Other Specialists and Employees in Regional (Interregional), Oblast, Kray and Republic (ASSR) Production Associations for Basic Economic Activity Results in 'Soyuzsel'khozkhimiya' Agrochemical Services to Agriculture."¹ Similar decrees were published for "Sel'khoztekhnika", reclamation and water-management associations and organizations.

More than a year has passed since that time. How have workers in RAPO [rayon agroindustrial associations], "Sel'khozkhimiya", "Sel'khoztekhnika" and other organizations studied the new procedure for setting salaries and awarding bonuses and followed it in their own activity during that time? On the spot observations have shown that many do not know the demands of the documents cited and, in a number of instances, they make practically no use of them in their own work, which has had a negative effect on production results.

Proper use of the new normative documents with consideration of concrete local conditions would permit significant activization of the work of organizations

¹See the "Wages and Bonuses" sections of issues Nos 4 and 7, 1983, of BYULLETEN' GOSKOMTRUDA SSSR.

servicing kolkhozes and sovkhozes, directing their efforts towards unconditional fulfillment of contractual obligations and increasing agricultural crop yields, livestock productivity and the effectiveness of kolkhoz and sovkhoz production.

New Procedure for Setting Salaries

Prior to the May (1982) CPSU Central Committee Plenum, salaries for supervisory, engineering-technical workers and other specialists at republic (ASSR), kray, oblast and rayon "Soyuzsel'khoztekhnika" and "Soyuzsel'khozkhimiya" production associations were set as a function of their planned annual workload in terms of repairing equipment and providing agrochemical services to kolkhozes and sovkhozes, including trade turnover. This procedure led to a situation in which many "Sel'khoztekhnika" and "Sel'khozkhimiya" subdivision leaders frequently strove, to the detriment of quality, for a significant increase in the annual volume of repair and other work, including that not connected with servicing kolkhozes and sovkhozes.

We have now established a fundamentally new procedure for setting salaries for supervisory workers and specialists at rayon "Sel'khoztekhnika" and "Sel'khozkhimiya" associations. Five monthly salary groups have been established to pay for their labor. Rayon (interrayon) production associations belong to the groups paying salaries to supervisory engineering-technical workers and other specialists on the basis of points (conventional units) which are set basically as a function of the annual level of agricultural output marketed on the kolkhozes, sovkhozes and other agricultural enterprises being served, as well as on the planned annual volume of work and services done for farms under contract. In order for leaders and specialists to be paid under the first group, the association must accumulate 100 points or more. For group two -- 90-99 points, three -- 80-89, four -- 70-79, and five -- up to 70 points. The fact that priority has been given to agricultural output marketed on the kolkhozes and sovkhozes being served in setting these salaries is important.

Production conditions differ substantially on kolkhozes and sovkhozes. For that reason, eight zones are established for evaluating planned annual volume of agricultural output marketed by them (at current state purchase prices) in points. This evaluation is made according to Table 1 [following page].

Republics, krays and oblasts are assigned to specific zones following an approved list. As is evident from the table, a "Sel'khozkhimiya" association in the first zone must service farms whose volume of marketed agricultural output is more than 70 million rubles in order to accumulate the maximum of 60 points; in zone five, the level is upwards of 25 million rubles, and so forth.

To assign points, the planned annual levels of work and services done for kolkhozes and sovkhozes under contract are differentiated by union republic, which are divided into three zones. The procedure for setting points as a function of amount of work and services is indicated in Table 2, following page, using "Sel'khozkhimiya" rayon associations as an example.

In order that there be no profitable and unprofitable work for and services to kolkhozes and sovkhozes, conversion factors are used when calculating their cost as a function of complexity and labor intensiveness: applying organic fertilizers

Table 1

number of points for a planned level of agricultural output sold in rayons being serviced, in millions of rubles					
	60 points	54 points	48 points	42 points	40 points
zone I	over 70	50-70	35-50	25-35	under 25
zone II	over 55	40-55	30-40	20-30	under 20
zone III	over 45	35-45	25-35	17-25	under 17
zone IV	over 35	25-35	17-25	12-17	under 12
zone V	over 25	17-25	12-17	8-12	under 8
zone VI	over 17	12-17	8-12	5-8	under 5
zone VII	over 14	10-14	7-10	4-7	under 4
zone VIII	over 8	6-8	4-6	2-4	under 2

Table 2

number of points for a planned level of work and services, in millions of rubles					
	40 points	36 points	32 points	28 points	24 points
RSFSR, Ukraine, Belorussia, Moldavia, Latvia, Lithuania, Estonia	over 18	1.2 - 1.8	0.8 - 1.2	0.4 - 0.8	0.1 - 0.4
Kazakhstan, Uzbekistan, Kirgizia, Armenia	over 1.2	0.8 - 1.2	0.5 - 0.8	0.3 - 0.5	0.1 - 0.3
Georgia, Azerbaijan, Tajikistan, Turkmenia	over 1.0	0.7 - 1.0	0.4 - 0.7	0.2 - 0.4	0.1 - 0.2

-- 1.5, mining peat and peat-composts -- 1.6, treating with chemical means of plant protection against pests, diseases and weeds and providing agricultural aviation services -- 2.5, applying lime, gypsum and mineral fertilizers to soils -- 3.0. The trade turnover plan is recalculated to a 0.1 conversion factor, the chemization equipment plan to 0.3, and these are totalled with the planned level of production activity of the associations.

The salary groups for supervisory, engineering-technical workers and specialists are also determined based on the indicators given above. For example, a rayon "Sel'khozkhimiya" production association located in Zaporozhye Oblast and serving farms on which the planned level of agricultural output marketed is 44 million

rubles has a planned level of work and services under contract to kolkhozes and sovkhozes of 1.5 million rubles. Zaporozhye Oblast is in zone II for which, according to Table 1, 54 points are established for 55 million rubles of agricultural output value and, according to Table 2, 36 points are established for that level of work and services (1.5 million rubles). The total points in this association, for agricultural output and for work and services, is 90 (54 for agricultural output + 36 for work and services), putting it in group II.

Given the exact same indicators for level of agricultural output marketed and work and services, a "Sel'khozkhimiya" rayon association located in zone I (in Orenburg Oblast, for example) would only be in group III in terms of salaries to supervisory, engineering-technical workers and specialists, since the points total would be 84 (48 for agricultural output + 36 for work volume). And a rayon association in zone IV (the Armenian SSR, let's say), would be in salary group I.

As is evident from these examples, the indicators for assigning rayon (interrayon) "Sel'khozkhimiya" production associations to salary groups for supervisory, engineering-technical workers and specialists take into account the agricultural production conditions which have evolved in the various zones of the country, as well as the nature and amount of services to kolkhozes and sovkhozes which have evolved in the various republics. A similar procedure has been established for assigning the rayon "Sel'khoztekhnika" production associations to salary groups.

Indicators for Awarding Bonuses

Fundamental changes have also been made in the procedure for awarding bonuses to "Sel'khoztekhnika" supervisory, engineering-technical workers and specialists and those of other enterprises and institutions serving kolkhozes and sovkhozes. They had previously been awarded bonuses for fulfilling and overfulfilling the planned volumes of work and services for the quarter in republic (ASSR), kray and oblast "Sel'khoztekhnika" and "Sel'khozkhimiya" associations in an amount of 0.6 monthly salary, and at 0.75 monthly salary in rayon associations. This guaranteed that oblast associations would receive a bonus of 2.4 times the monthly salary in the course of a year, three times the monthly salary in rayon associations, independently of the end work results of the kolkhozes and sovkhozes they served.

Guaranteed bonuses put "Sel'khoztekhnika" and "Sel'khozkhimiya" association workers at an advantage over workers in rayon and oblast agricultural institutions. Primary producers received no bonuses, but those servicing them did receive bonuses, for identical results in the production of agricultural output.

Under the new conditions, bonuses are awarded supervisory engineering-technical workers, other specialists and employees of rayon "Sel'khozkhimiya," "Sel'khoztekhnika" and other organizations for basic economic activity results as follows:

a) based on the work results of the kolkhozes, sovkhozes and other agricultural enterprises served, annually:

-- two percent of the annual salary for each percentage-point increment in agricultural output obtained in comparison with the average annual level achieved over the preceding five years;

-- two percent of the annual salary for each percentage-point increment

in profit obtained by sovkhozes and other agricultural enterprises (in kol-khoz net income) as compared with the average annual achieved over the preceding five years;

b) based on work results for the quarter (routine bonuses), per year:

-- for meeting contractual obligations by all farms, in the established products list of work.

As we see, bonuses are now awarded based foremost on the work results of the kol-khozes, sovkhozes and other state agricultural enterprises served. It is very important to stress that bonuses to "Sel'khoztekhnika" and "Sel'khozkhimiya" workers will be calculated for the exact same indicators (output and profit increment) and in the exact same amounts (up to two percent of the annual wage) as they will for the leaders and specialists of the farms and rayon and oblast agricultural agencies.

However, local studies have shown that there are substantial shortcomings in introducing the new terms for awarding bonuses to "Sel'khoztekhnika" and "Sel'khozkhimiya" workers. One is slowness, which is understandable, since the old bonus terms better suited the leaders and specialists in oblast and rayon "Sel'khoztekhnika" and "Sel'khozkhimiya" associations.

Some "Sel'khozkhimiya" association leaders have arbitrarily made adjustments in and additions to the bonus terms so as to make it easier to obtain bonuses. Thus, leaders of the Ivanovo Oblast "Sel'khozkhimiya" association, on their own initiative, introduced a one-month's salary bonus for growth in the production level of agricultural output and substituted other indicators for the established procedure for awarding bonuses for increment in agricultural output production.

All these "innovations" are glaring violations of current laws and are to be explained by poor knowledge of the established material incentives regulations, on the one hand, and by the absence of proper monitoring by superior agencies, on the other.

Conditions for Awarding Bonuses

We have now established as well conditions under which bonuses are paid in full if the terms are met, but are reduced if the terms are not met in full. The conditions for awarding bonuses to supervisory workers are approved by the councils of the rayon agroindustrial associations, and those for awarding bonuses to the remaining workers are approved by the RAPO chairman, with the concurrence of the appropriate trade-union committee. When the basic bonus conditions are not met, rayon production association workers are not paid bonuses, and when additional conditions are not met, the bonuses are reduced, but not by more than 50 percent.

Familiarization with local experience shows that there have been violations here, too. Thus, many RAPO councils have not reviewed the regulations on awarding bonuses to workers in rayon "Sel'khoztekhnika" and "Sel'khozkhimiya" associations. RAPO leaders often explain this by saying they do not have the right to do that. This assertion does not correspond to the facts and is itself a result of the fact that many workers in the RAPO apparatus have little knowledge of the Regulations on the Rayon Agroindustrial Association.

Article 9 of this document states that the decisions of the RAPO council are binding on all enterprises and organizations comprising the association, and Article 31 says that the association approves, on the basis of standard provisions, the conditions for awarding bonuses to supervisory workers and specialists at sovkhozes and other enterprises and organizations in the association, regardless of their departmental affiliation. It follows from this that the RAPO councils have sufficient rights to review and, if necessary, adjust a regulation on awarding bonuses to the workers of enterprises and organizations comprising the RAPO.

As concerns the conditions for awarding bonuses to the leaders and specialists of rayon "Sel'khoztekhnika" and "Sel'khozkhimiya" associations, their development and approval are the direct concern of the RAPO councils. The Standard Regulation on Awarding Bonuses to "Sel'khozkhimiya" Association Workers cites the two main conditions for paying bonuses: in-kind (grain and meat) production plan fulfillment by the rayon agroindustrial association and agrochemical work plan fulfillment by the rayon as a whole.

Practical application of these conditions most often allows the error of taking into account agrochemical work plan fulfillment only for work done by the "Sel'khozkhimiya" association. Under the regulations, however, consideration should be given to all agrochemical work in the rayon, regardless of who does it. This is very important, since a "Sel'khozkhimiya" association is responsible for all agrochemical work on the kolkhozes and sovkhozes. And it is precisely on fulfillment of this plan that agricultural crop yields depend.

Another frequent mistake is to restrict oneself just to the above two basic conditions, although the RAPO council can establish one other basic condition for paying bonuses to supervisors and specialists in rayon "Sel'khozkhimiya" associations. In this regard, it is very important that it be a specific condition in each specific rayon and that meeting it helps to increase the harvest. There must be no fixed pattern.

The same could be said as well about supplemental bonus conditions. The RAPO council is also entitled to introduce them into regulations on awarding bonuses to "Sel'khoztekhnika" and "Sel'khozkhimiya" workers. Here, too, it is important that they actively facilitate raising crop yields, the prompt and proper repair of machinery and equipment, and the resolution of other questions connected with improving the production activity of kolkhozes and sovkhozes.

The RAPO council must keep track of whether the amounts of bonuses to workers in rayon "Sel'khoztekhnika" and "Sel'khozkhimiya" associations for increasing the production of agricultural output and profit correspond to their contributions. It is very important that we follow the procedure established by the Standard Regulation whereby "the size of bonuses for agricultural output and profit increment must not exceed the size of corresponding bonuses established for supervisory workers of the rayispolkom agriculture administration. The size of bonuses to supervisory workers, for all bonus indicators, must not exceed the average size of the bonuses to engineering-technical workers, other specialists and employees of the rayon production association as a whole (as a percentage of their salaries)."

As was pointed out above, in the course of a year, rayon "Sel'khoztekhnika" and "Sel'khozkhimiya" association leaders and specialists are awarded bonuses for meeting contractual obligations to all farms in the established list. The contracts define all the types of work the servicing organizations are obligated to perform for kolkhozes and sovkhozes. Meeting these obligations is now one of the most important means of ensuring normal conditions for carrying out all production processes on kolkhozes and sovkhozes. Chemicals not supplied the farms on time and equipment not repaired promptly negatively impact agricultural crop yields, livestock productivity and kolkhoz and sovkhoz production efficiency. For that reason, those guilty of even the smallest violation of delivery discipline must not be allowed to receive bonuses. Attention was called to this in the resolutions of the December (1983) CPSU Central Committee Plenum.

The total amount of bonuses paid a single worker (supervisory, engineering-technical, specialists and employees) in rayon "Sel'khoztekhnika" and "Sel'khozkhimiya" associations cannot exceed half a year's salary per year; the figure is 4.8 month's salary in oblast associations. In this regard, the size of routine bonuses must not exceed 1.5 month's salary per worker per year. Consequently, under the new conditions for awarding bonuses, three shares of the maximum bonus amount for association workers must be paid them based on results for the year as a function of production results achieved on the kolkhozes and sovkhozes being serviced, and in the course of the year (1.5 month's salary) -- for meeting contractual obligations to all farms in the established list.

As is evident from the above, the new conditions for awarding bonuses to leaders and specialists of "Sel'khoztekhnika" and "Sel'khozkhimiya" associations do much more to interest them in production results on the kolkhozes and sovkhozes, inasmuch as they are awarded bonuses based on indicators which, on the one hand, directly evaluate the work results of the kolkhozes and sovkhozes (production and profit increment) and, on the other, actively influence carrying out all technological processes.

On Strengthening The Link Between Worker Wages and Crop Yields

Attention must also be focused on the fact that there are substantial shortcomings in awarding bonuses to workers in "Sel'khoztekhnika" and "Sel'khozkhimiya" associations. The fact is that they are awarded bonuses on a yearly basis for amount of work done and under that indicator, are in practice paid the maximum bonus amounts. Consequently, worker material incentives are not linked to production results on the kolkhozes and sovkhozes, and their pay does not depend on agricultural crop yields and farm livestock productivity.

Thus far, only the first steps have been taken to find ways of increasing the interest of "Sel'khoztekhnika" and "Sel'khozkhimiya" association workers in the work results of the farms they serve. An experiment has been underway since early 1984 which will attempt to establish a direct production link between the mechanized brigade of the rayon "Sel'khozkhimiya" association and the cultivator tractor brigades on Voskhoz Sovkhoz in Naro-Fominskiy Rayon (Moscow Oblast). Both collectives will work following a unified flow chart and work time conditions. The work will also be recorded and evaluated under a procedure established on the sovkhoz. In order to strengthen the material interest of workers in the mechanized "Sel'khozkhimiya" brigade in increasing agricultural output,

their wages will be paid just as are those sovkhos workers cultivating plants, for output under the piece-work bonus system. Prior to calculations for output, payment will be made under the procedure established on the sovkhos. This experiment will unquestionably help us find ways of bringing the interests of "Sel'khozkhimiya" association and sovkhos workers closer to one another.

The new conditions for paying wages and bonuses to the supervisors and specialists at enterprises and institutions servicing kolkhozes and sovkhos will significantly increase their interest in the work results of the farms they serve.

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LABOR

VOLUNTARY RESIGNATION PROCEDURES DETAILED

Moscow KHOZYAYSTVO I PRAVO in Russian No 5, May 84 pp 84-86

[Article by A. Shadrin, lawyer: "Procedure for Submitting an Application for Voluntary Resignation"]

[Text] Pursuant to Article 16 of the Principles of Legislation on Labor for the USSR and Union Republics, a worker or employee may cancel an employment agreement which was concluded for an indefinite term. The resignation is effected (depending on the cause of resignation) at the end of one or two months from the moment of notification, or, by agreement between the worker and administration, before the end of these periods.*

Although the law does not require the employee to indicate in his application the reason he is resigning, it is in his own interests to do so, since in some cases legislation links the granting of certain benefits and privileges to the reason for resignation. Therefore, the administration in accepting the application, must recommend that the employee indicate the reason for the resignation. The only stipulation which he is required to fulfill is the written notification to the administration about his resignation.

The employee may send his application to the enterprise director, or to other supervisors (chief of the shop, section or department, or his foreman), or can mail a letter or certified telegram. The administration is required to accept and record the resignation application. To strengthen cadres and eliminate reasons for their turnover, it is a good idea for the administration to speak personally with the person who has tendered his application, and if it is not possible to eliminate the reason for the resignation, to send the application to the cadres section for preparation of a draft resignation order.

An application for voluntary resignation addressed to the administration is written according to no set format. It must clearly express the employee's desire to cancel his employment agreement (unconditionally), include the date of submission and applicant's signature. To avoid a labor dispute concerning the date of resignation, the administration must explain the application to the employee and also indicate the date of resignation which is in accordance with the law.

* See KHOZYAYSTVO I PRAVO, 1983, No 12, p 76; 1984, No 1, p 84.

According to Article 222 of the RSFSR Labor Code, the notification period for voluntary resignation begins the day after the calendar date that the application is submitted, and if mailed, the day after it is received by the administration. The notification period ends on the corresponding date of the next month (for one month notifications), or of the second month (for two month notifications). For example, if an employee submitted his resignation application on 7 December, the notification period begins on 8 December and ends (at the end of the work day) on either 7 January or 7 February.

If the last day of the notification period comes on an off day, then the next subsequent work day, not the off day, is considered the last work day.

The employment agreement ends on the last day of work. Therefore, if, for example, the notification period ends on the 15th, the order must indicate that the employee resigned on the 15th of the given month and not the 16th (Interdepartmental Standard Form T-8, approved by the USSR Central Statistical Administration on 9 September 1980*). The employee's work booklet also has the last day of work entered.

The administration does not have the right to dismiss an employee before the end of the notification period without his consent. If the employee asks to be released before the notification period set by law, the administration has the right to dismiss him only on the date indicated on the application. If an agreement on resignation before the notification period set by law was not obtained, the administration must return the application to the employee and ask him to rewrite it without indicating a specific date. If the employee refuses to do this, the resignation is not put into effect and the application is considered not to have been submitted, since it was returned to the employee.

When the employee does not indicate a date of resignation in his application, the administration is required to dismiss him at the end of the set notification period, e.e., after one or two months, depending on the cause of the resignation.

If the employee tenders an application requesting dismissal in order to transfer to another enterprise, but the administration does not agree, then that application cannot be used for his voluntary resignation.

The employee has the right to notify the administration about his resignation not only while at work, but also when he is sick, on a trip, fulfilling state or public duties, on vacation or before departure on vacation (if the length of the vacation is less than the resignation notification period).** These periods do not suspend expiration of the notification period.

*" Interdepartmental Standard Initial Registration Forms for Enterprises, Organizations, Ministries and Departments of the USSR and Union Republics," Moscow, Soyuzuchetizdat, 1982.

** In areas of the Extreme North, or in locales equated to those areas, the law provides for the possibility of granting a vacation with subsequent resignation.

The administration's refusal to publish the resignation order at the end of the notification period, or to release the employee pending finding a replacement, or for other reasons has no legal merit. The employee has the right to quit work in connection with the fact that the employment agreement, by law, is no longer in effect.

In practice the question often arises as to whether an employee, having notified the administration about his voluntary resignation, may later (before the end of the notification periods) retract his application. In connection with this, the USSR Supreme Court plenum, in its decision No 6 of 19 October 1971 (subparagraph "b," paragraph 7, 22 January 1974 edition) explained that an employee who has notified the administration about cancellation of his employment agreement, which was concluded for an indefinite term, has the right before the end of the notification period to recall his application. In this event the resignation is not effected, unless another employee has been offered his position, who, in accordance with the law, cannot be denied the opportunity to conclude the employment agreement, or in other instances if provided for by the labor law codes of the union republics.*

In accordance with Part 4, Article 18 of the RSFSR Labor Code, an employee offered a position by way of transfer from another enterprise through agreement between the enterprise managers must be allowed to conclude an employment agreement. An invitation to work in the form of a transfer must be accomplished by sending the invited worker a letter in the name of the manager of the enterprise at the place of his work. This letter is signed by the manager of the enterprise inviting the employee, or by his deputy, with the manager's concurrence.

During the voluntary resignation notification period, the worker is completely covered by all rights and obligations set by internal labor regulations, and for some categories of workers (for example, in rail transport, communications, work in especially dangerous underground conditions and in several other branches), the regulations on discipline.

During this period the employee is obligated to work a full work-day, honorably and conscientiously fulfill the norms and established production assignments, execute the instructions of the administration in a timely and accurate manner, observe the requirements of industrial hygiene, safeguard enterprise property and conduct himself in a worthy fashion.

The administration is obligated to create for the employee the necessary conditions for highly productive labor and ensure that he observes labor and production discipline and fulfills the conditions of the employment agreement.

During this time the employee may be subjected to disciplinary penalties, be sent on official trips and be transferred to other work in case of production need or down time. He may be granted time off, and he is materially responsible for damage caused to the enterprise. If justification arises after his

* Bulletin of the USSR Supreme Court, 1974, No 3, p 23.

application is submitted, the employee may be dismissed at the initiative of the administration.

It should be noted especially that freeing a worker or employee from work in the course of the work-day during the resignation notification period, in order to seek a new place of employment, is not provided for by law.

Certain special features of voluntary resignation are established for employees who, for failure to fulfill or inappropriate fulfillment of obligations incurred in the employment agreement through their own fault, are transferred to other work as disciplinary punishment.

For violation of employment obligations an employee may be transferred to lower paid work for up to three months, or shifted to a lesser position for the same period. In this regard, for systematic violation of labor discipline, absence without valid reasons, or working while intoxicated, a worker or employee may be transferred to other lower paying work or shifted to another lesser position for a period of up to three months. Here other lower paying work or lesser position is understood to be work or a position which is not provided for in the employment agreement and is independent of the employee's profession and specialty (paragraph 3.3, Interpretations of the USSR Goskomtrud [State Labor Committee] and VTsSPS [All-Union Central Trade Union Council], 25 October 1983).*

Employees who have systematically violated labor discipline are considered to be those who, while under disciplinary or public punishment for a violation of labor discipline (not removed through the established procedure), incurred another disciplinary violation during the course of a year from the effective date of the first violation.

Regardless of the nature of the disciplinary violation, a transfer can be implemented only to work which is not contra-indicated by the employee's state of health.

An employee who is transferred to lower paying work as disciplinary punishment does not have the right to resign voluntarily, regardless of the nature of his violation. The time involved in fulfilling this work is not counted in the resignation notification period. Obviously, this rule also extends to employees who, in accordance with legislation on disciplinary responsibility and with certain regulations on discipline, may be transferred temporarily to other work as disciplinary punishment for a period of up to one year.** Before end of the term of work to which the worker or employee was transferred for a violation of labor discipline, the administration may, in agreement with the employee, cancel the employment agreement only when this is in the interests

* USSR Goskomtrud Bulletin, 1984, No 1, p 3.

** It would be advisable also to include this rule in all normative documents about disciplinary responsibility. Thus, all workers and employees would be placed under the same conditions when resigning voluntarily.

of production. In this event, resignation is effected in accordance with Article 31, RSFSR Labor Code (and not by agreement of the parties).

It should be noted that in case of a worker's illness during any type of transfer to other work for disciplinary punishment, the time for fulfillment of this work is not added to the term of the illness.

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LABOR

VOLUNTARY RESIGNATION CONSEQUENCES DETAILED

Moscow KHOZYAYSTVO I PRAVO in Russian No 6, Jun 84 pp 85-88

[Article by A. Shadrin, lawyer, "Consequences of Voluntary Resignation"]

[Text] Calculation of Continuous Employment Longevity in Designating State Social Security Benefits. When transferring from one work to another in connection with voluntary resignation, retention of continuous employment longevity depends on the length of the break in employment and the causes of the resignation.

For voluntary resignation without valid reasons, continuous employment longevity is retained if the break in employment does not exceed three weeks (Paragraph 2, Rules for Calculating Continuous Employment Longevity of Workers and Employees in Designating State Social Security Benefits, published in the USSR Council of Ministers Decree No 1225 of 27 December 1983*).

When the resignation results from legally sanctioned valid causes, continuous longevity is retained if the break in employment does not exceed one month. In some cases the law has established longer periods for retention of continuous employment longevity. Causes recognized as valid are determined by USSR Goskomtrud [State Labor Committee] and VTsSPS [All-Union Central Trade Union Council].

In the event of a second voluntary resignation without valid causes, if 12 months have not elapsed since the previous similar resignation, continuous employment longevity is not retained (notwithstanding entry into other work within the periods required to retain longevity).

Continuous employment longevity for designation of state social security benefits may, under exceptional circumstances and with valid causes, be reestablished by the presidiums of oblast, kray, republic (in those republics not subdivided into oblasts), and the Moscow and Kiev city trade union councils, through applications of trade union committees.

Awarding of Bonuses. The law envisions many types of bonuses. Depending on their purpose, bonuses may be divided into those for the primary results of economic activity, those pertaining to special bonus systems, and one-time.

* SP [Soviet Law], USSR, No 4, Article 19.

Bonuses for the primary results of economic activity are awarded to those workers who participate in achieving these results. In accordance with the Basic Statutes on Bonuses for Workers in Production Associations (Combines) and Industrial Enterprises for the Primary Results of Economic Activity,* and the regulations on awarding bonuses which are approved in the enterprise, workers and employees are paid full bonuses if they worked the entire accounting period. If at the end of this period the worker voluntarily resigns, this, regardless of the cause of resignation, does not deprive him of the right to a bonus earned in accordance with the regulation on bonuses in effect in the enterprise. If the worker resigns voluntarily without valid cause, before the end of this period, he is not paid a bonus.

Employees who have worked an incomplete accounting period and are released from this work in connection with call to duty in the USSR Armed Forces, transfer to other work, entry into an educational institution, departure on pension and for other valid causes are paid bonuses for the period of time actually worked in the given accounting period. The question of whether a cause of voluntary resignation is valid is decided in each instance by the enterprise administration, in coordination with the trade union committee, except for those instances noted above which are considered valid by law.

Premiums to workers who re-enter employment after a voluntary resignation (regardless of the cause of resignation) for time worked in the first month (quarter) of work may be paid at the discretion of the enterprise manager.

Some managers, engineer-technical workers and employees of economic enterprises and organizations, and employees of trusts, government departments, ministries and other administrative agencies have set aside 30 percent of the amount due them as bonuses from the wage fund and material incentive fund. These sums from bonuses are paid to the employees with the authorization of the manager of the parent organization, according to the annual results of the work of the enterprise, trust or administrative agency, based on their fulfillment of tasks pertaining to amount of production (work), increase in labor productivity, and reduction in product cost price. That portion of the bonus set aside is not paid to employees who resigned voluntarily without valid causes before the end of the calendar year.

Employees who did not work a complete calendar year are paid the withheld portion of the bonus, if they left their job in connection with departure on pension, transfer to other work based on a determination of VTEK [Medical Commission for Determination of Disability] or VKK [Medical Consultative Commission], call-up (entry) into military service, transfer to electoral work, entry into schooling, direction to a new settlement area as a result of public appeal, or being sent on a trip abroad (Paragraph 9, Instructions on the Procedure for Setting Aside and Paying Bonuses to Managers, Engineer-Technical Workers and Employees of Economic Enterprises and Organizations, and Transfer of the Unused Portion of Bonus Monies to the Social and Cultural

* Approved by decree of USSR Goskomtrud and the VTsSPS on 28 June 1977 and amended on 24 July 1980. (USSR Goskomtrud Bulletin, 1980, No 10.)

Measure and Residential Construction Fund, approved by resolution of USSR Goskomtrud of 18 January 1983*).

Bonuses from special bonus systems (for example, for savings of fuel, heat and thermal energy, collecting and shipping ferrous and non-ferrous metal scrap, developing and introducing new equipment, manufacturing of products for export) are paid on the basis of corresponding statutes, which, as a rule, are approved by USSR Goskomtrud and VTsSPS. Therefore, to determine the employee's right to such a bonus upon voluntary resignation, it is necessary to refer directly to the appropriate special statute on bonuses in each specific instance.

One-time bonuses not provided for by the wage systems are paid for achieving individual labor indices and are one-time incentives (for example, for accomplishing especially important production tasks, or for contributing to an invention or improvement in production methods). Workers receiving these bonuses are not determined by any lists of professions and duties or designation of tasks; as a rule indices are not established in advance. A worker may be paid a one-time bonus at any time, without regard to the cause and time of voluntary resignation.

Compensation for Overall Year End Work Results. The basis for counting and paying a "13th wage" is the statute on the procedure and conditions for paying this compensation which is approved by the enterprise manager jointly with the trade union committee, and taking into account the opinion of the labor collective.

On 10 August 1983 the Recommendations on the Procedure and Conditions of Payment of Compensation to Workers of Economic Enterprises and Organizations for Overall Year End Results was approved by decree of USSR Goskomtrud and the VTsSPS Presidium.** This document states that complete compensation is paid to workers who, as a rule, worked the entire calendar year. Persons who worked the entire calendar year, but left the enterprise voluntarily before compensation is paid, are entitled to receive it according to the same procedure and time established for the enterprise, without regard for the cause of resignation.

Compensation may also be paid to workers who did not work the entire calendar year, but were dismissed from the enterprise for valid causes -- in connection with call-up for service in the USSR Armed Forces; departure on pension (age, disability); birth of a child; entry into a higher (secondary) specialized educational institution; for courses leading to higher qualification with break in employment at the request of the enterprise; transfer to an elective position in a party, soviet, trade union or komsomol organ; transfer to another enterprise by decision of higher party and economic organs; being sent on a trip abroad, and other similar causes.

When a partial year is worked, compensation is determined in proportion to the time worked, based on wages actually received by the worker in the given year.

* USSR Goskomtrud Bulletin, 1983, No 5, p 3.

** KHOZYAYSTVO I PRAVO, 1984, No 1.

compensation for Years of Service. There is no single statute on the procedure for paying this compensation. USSR Goskomtrud and the VTsSPS Secretariat develop and approve such statutes by individual economic branch.

Thus, the statute, "Procedure for Payment of One-Time Compensation for Years of Service in Construction and Assembly Trusts, Construction and Assembly Administrations and Equivalent Organizations Engaged in Construction on Contract, and in Their Integral Industrial Equipment Supply Administrations,"* was approved by USSR Goskomtrud and VTsSPS Secretariat Decree No 304/15-70 of 6 July 1979. Using this statute as an example, we will examine the procedure for payment of compensation upon voluntary resignation.

One-time compensation for years of service is paid in the full amount to persons who worked the entire calendar year in duties giving the right to receive this compensation.

If an employee worked the entire calendar year and voluntarily resigns before the time that compensation is paid, he is eligible to receive the full amount of this compensation.

In the event an employee resigns on his own initiative before the end of the calendar year, as a rule he loses his right to obtain compensation for years of service. However, the statute envisions causes for voluntary resignation when proportionate compensation is paid upon final calculation of the time worked in the calendar year.

The time of continuous work in a given enterprise is included in the term of service giving eligibility to receive compensation. Voluntary resignation breaks this term of service, even if the employee begins work of a type eligible for this type of compensation in another construction organization within the prescribed time period. Voluntary resignation does not break this term of service only in cases provided for especially in the statute.

Employee Appeal of Voluntary Resignation. Cancellation of an employment agreement by the worker or employee's initiative applies only when the submission of an application for resignation is the voluntary desire of the worker, and not the result of influence from the administration.

Having granted the employee the right to cancel his employment agreement in accordance with his desires, the law guarantees that this right is realized. This guarantee states that if the employment agreement is canceled pursuant to Article 31 of the RSFSR KZot [Labor Code], not based on the voluntary desire of the employee, but under the influence of the administration (for example, in connection with illegal actions or unjustified demands of the administration, threats of dismissal initiated by the administration, etc.), the employee has the right to appeal this dismissal to the organs involved in examining labor disputes.

* USSR Goskomtrud Bulletin, 1979, No 11, p 3.

Pursuant to the Statute on the Procedure for Review of Labor Disputes, approved by USSR Supreme Soviet Presidium Decree of 20 May 1974,* organs involved in the review of labor disputes are: commissions on labor disputes, trade union committees of enterprises, and rayon (city) peoples courts.

The initial organ for the review of disagreements between an employee and the administration is the commission on labor disputes.

An employee appealing dismissal must, as a rule, appeal in writing within three months from the day that he learned of his dismissal (Paragraph 13, Statute on the Procedure for the Review of Labor Disputes, as published in the USSR Supreme Soviet Presidium Decree of 12 August 1983**) to his trade union committee, which sends the appeal to the commission for review.

The commission on labor disputes is obligated to review the labor conflict within five days of the day that the employee submits his appeal, and to send the interested employee an excerpt from the protocol of the commission session within three days of the review.

If agreement between representatives of the trade union committee and the administration was not reached during the commission review, or if the employee does not agree with the decision, he has the right to appeal to the trade union committee within 10 days of receipt of the excerpts from the protocol of the commission session.

If the employee does not agree with the decision of the trade union committee, he may make a statement of claim within 10 days of the day he receives the enterprise trade union committee decision, requesting review of the dispute in the rayon (city) peoples court. The court must receive the request and review it within 10 days of its receipt, if both parties are located in the same city or rayon, and within 20 days in other cases (Article 99, GPK [Code of Civil Procedure], RSFSR).

Appeals of labor disputes must be reviewed by commissions on labor disputes, trade union committees and courts in the presence of the interested employee. The interested employee must be informed in advance of the time and place that his appeal is to be reviewed. Review of a labor dispute in the absence of the employee is permitted only with a written statement of the employee.

In the event the employee fails to appear at the session of the commission on labor disputes, trade union committee or court, review of his appeal is set aside. Upon the employee's second failure to appear without valid cause, the commission on labor disputes and trade union committee may decide to remove the appeal from consideration, and the court may decline to consider the case if, depending on the specific circumstances, it does not consider it possible to decide the dispute.

Removing the appeal from consideration or declining to consider the case does not deprive the employee of the right to appeal again to the same organ on the same matter.

*Proceedings of the USSR Supreme Soviet, 1974, No 22, p 325.

**Proceedings of the USSR Supreme Soviet, 1983, No 33, p 507.

In this case the appeal is considered to have been submitted for the first time, and must be reviewed in its entirety within the established time periods.

The employee's failure to meet the established deadlines for appeal does not constitute basis for refusing to accept the appeal. If it recognizes the reasons for missing the deadline as valid, the organ reviewing the labor dispute may reopen and review the case.

If, during its review of the dispute, the commission on labor disputes, trade union committee or court comes to the conclusion that the voluntary resignation occurred not through the voluntary desire of the employee, he is reinstated in his former position.

An employee also has the right to appeal the wording of the cause of his voluntary resignation to the organs involved in review of labor disputes.

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EDUCATION

HIGH-RANKING OFFICIALS' COMMENT ON SCHOOL REFORM

USSR Education Minister Prokof'yev

Moscow UCHITEL'SKAYA GAZETA in Russian 28 Apr 84 p 2

[Article by USSR Minister of Education M. Prokof'yev: "The Time to Act Has Come"]

[Text] Teachers and all workers of education greeted with great satisfaction "The Basic Directions of the Reform of the General Educational and Vocational School," which were approved by the April (1984) CPSU Central Committee Plenum and the USSR Supreme Soviet. For us it is especially dear that the preparation of the Basic Directions was carried out under the direct supervision of Comrade Konstantin Ustinovich Chernenko.

Now it is time to set to work, as they say among the people, with one's sleeves rolled up.

I want to recall: the party emphasizes that our times are making unprecedentedly great demands both on those who are studying and on those who are teaching--from the executives of the ministries of education of the USSR and the union republics to rank and file educators. The reform of the school is called upon to create all the necessary prerequisites for the fulfillment of these demands. And, of course, to eliminate the shortcomings in the sphere of public education, including in its management.

The reform is not a one-time measure. It will be carried out by stages during the 11th and 12th Five-Year Plans. Of course, with allowance made for national peculiarities and local conditions. The most important strategic measures are intended for the period to 1995. But we should prepare them already today.

There are also urgent questions which require immediate settlement. The decisions of the party and government, which have now already been made on the implementation of the Basic Directions, serve for us as an example of the efficiency and specificity of management. I will recall that in the decree of the April (1984) CPSU Central Committee Plenum it is indicated: "It is necessary already this year to take concrete steps on the improvement of the educational and training process, the labor education and vocational guidance

of school children." Now it is up to us. From the USSR Ministry of Education to each pedagogical collective, teacher, educator and worker of the organs of public education.

I will briefly tell what the USSR Ministry of Education is now doing for the accomplishment of the urgent tasks which are already today on the agenda of every school.

A plan of comprehensive measures on the implementation of the reform was drafted with the participation of all our subdivisions and the USSR Academy of Pedagogical Sciences. We discussed it at a meeting of the collegium of the ministry. The plan is now being modified and will be examined by the Council for Questions of the Secondary General Educational School. As you know, the ministers of education of all the union republics are members of it. Of course, in each republic its own plan will be established, but the plan is of general political importance and a statewide nature, and we must settle many things jointly. Comprehensive measures will be formulated in all krays, oblasts, cities and rayons.

The scientifically sound, clear and convincing promotion of the ideas of the reform and their explanation first of all to those who are to carry it out--teachers and the workers of schools, kindergartens, pedagogical institutions, scientific methods institutions and organs of the management of education--are exceptionally important. This is also a matter of not a single day. It requires systematic work under the supervision of party committees.

In addition to representative all-union and republic conferences it is planned to devote the August conferences of teachers to the discussion of the immediate tasks of the implementation of the reform in light of the decrees of the April (1984) CPSU Central Committee Plenum and the session of the USSR Supreme Soviet. The ministry has prepared recommendations, which also include approximate themes of the sections. In the very near future a letter will be published in UCHITEL'SKAYA GAZETA.

The study of the materials of the party and government will continue during the school year--at the schools of scientific communism, in courses, at seminars and in methods associations. And before the start of school lessons in summer courses

The means of the reorganization of the school have to be explained, and in an intelligible and easily understood way, to the students as well. It is very important that each of them, to the extent of the possibilities of his age, would realize that the reform is called upon to promote the acceleration of the economic and social development of society.

During the new school year the school lessons will be conducted in accordance with the curricula and syllabuses, which are now in effect. I believe that it is totally clear to educators that to develop new syllabuses, textbooks and manuals is a task, which is difficult and cannot be fulfilled in a few months. Especially as excess haste can lead to substantial flaws. And the very process of publishing books is quite complicated.

That is why the USSR Ministry of Education and the Academy of Pedagogical Sciences are performing this work, if it can be said this way, on two levels. One is the development of new educational documents for subsequent years for the future 11-year school. It is necessary to have time in order to prepare and test in practice textbooks, manuals and methods sets (the syllabus--the textbook--the book for the teacher--didactic materials--dictionaries or reference works--books for school children).

The other level is aid to teachers in lessons during the new 1984-85 school years in accordance with the old syllabuses and textbooks, but with allowance made for the instructions of the April CPSU Central Committee Plenum and the session of the USSR Supreme Soviet. First of all this is the elimination of excessively complicated and secondary material. The preparation of the corresponding recommendations on all subjects and classes is now being completed. The teachers will familiarize themselves with them prior to the August conferences. The elaboration of a model program of the development of the general educational abilities and skills of children has been completed. I believe that this will help to better teach children to study. And this is important both for the increase of the quality of knowledge and for the formation of the skills of self-education.

As to the future, now teachers jointly with specialists in educational methods and experienced workers are close to the completion of the plan of a uniform content of secondary education. We plan to organize its extensive discussion in the pedagogical press. Work on the drawing up of the model curriculum and syllabuses of the 11-year school has already been launched on its basis.

The criteria of the evaluation of the knowledge of school children will be included in the syllabuses. To a certain extent this will help to overcome the formalism, which still exists at schools and was condemned in the Basic Directions of the Reform. But it is also unquestionable that no instructional document will help here, if the directors of schools, inspectors and specialists in educational methods are not filled with the realization of the fallaciousness of the biased evaluation of the knowledge, abilities and skills of children.

A number of measures are being planned on the improvement of the teaching of Russian in the national school. During the coming school year the course "The Ethics and Psychology of Family Life" is being introduced in the upper grades. A model syllabus and procedural recommendations will be published before the start of lessons. Textbooks for teachers and students are being published.

A few words in particular about the teaching of mathematics. The syllabuses and textbooks on this subject were sharply criticized. During 1984-1987 the introduction of a new geometry textbook will be completed. Collectives of authors are working on the preparation of new textbooks on algebra and the principles of analysis for the 10th and 11th grades. The experimental checking of sample textbooks is continuing. Collectives of authors are beginning the work on books for upper grade students who wish to extend their knowledge in individual subjects at special elective lessons.

I have listed far from everything that is being done or that it is planned to do. I want to speak about another thing. Life and the interests of production, new equipment and technology are persistently posing for the school the task to ensure the universal computer literacy of young people and to provide school children with a knowledge and skills of modern computer and microprocessor equipment. The appropriate changes are being made in the physics and mathematics syllabuses. In each area it is planned to set up a base school for this purpose and to set up offices at the schools. Industry will begin to mass produce school microcalculators, which will find extensive use in the educational process.

The Soviet school has gained considerable experience in the ideological and political education of students. Its further improvement along all lines is required: a more distinct class analysis in the materials of the subjects being studied and in the organization of the labor education and training and the labor affairs of school children during nonschool hours. The convergence of the school with production and of school and labor collectives of enterprises, kolkhozes and sovkhoses is acquiring particular importance.

Jointly with the All-Union Komsomol Central Committee the ministry has outlined a number of specific steps on the improvement of the ideological, political and moral education of young school people. The philosophical orientation is being strengthened in the syllabuses and textbooks. Work is being performed on a new comprehensive program of communist education. The content of a number of electives, including "The Modern Ideological Struggle and Young People," is being established. A number of methods aids for teachers and classroom directors are being prepared, books for children and youth will be published.

But I want to emphasize once again: any syllabuses, textbooks and methods recommendations--all this makes sense if the teacher is well trained for the ideological and political education of children, if his own ideological and moral level is high. Only a convinced, theoretically trained and politically mature person can train the generation, which will rise to a higher level of education and overall culture, occupational skill and civic activeness. And this is a law of social progress. We should never lose sight, the party teaches, of our strategic reference point--the formation of a harmoniously developed individual.

The duty of the educator is to reach every student, to know for what he lives and what he breathes. It is necessary to find to each one his own approach in order to rear a person of the new socialist type, an active citizen, who is spiritually rich and morally noble.

A fundamental question of the reform is the decided improvement of the labor education and training of school children. Upper grade students have to be brought up to the level of the obtaining of an occupation. A fundamentally important task is being accomplished--to give all young people a thorough general education and vocational training, which provides the possibility of active work in various sectors of the national economy. A reserve of time, trained personnel, the material and technical supply and proper organization of the educational and training process are necessary for this.

It is possible to find the necessary time, having set aside special hours for socially useful, productive labor outside the school schedule and by some shortening of school vacations. It will be necessary to determine the objects of labor and the types of vocational training of upper grade students, which are most suitable for training and vocational guidance. So far it has not yet been possible to settle this question satisfactorily. Of the graduates of the secondary school, who have passed the qualifying examinations, few go to work in the obtained specialty. It is also difficult for the schools to find objects of productive labor for children.

In the cities interschool educational production combines and educational shops of enterprises will undergo development. It is necessary that they would all come up to the level of the best. But it should be clearly realized that the school can improve decidedly labor education and training only by relying on production collectives. The provision of educational subdivisions with equipment, the selection of instructors and supply with materials--without all this it is impossible to organize a normal educational process. This is not easy. But, as experience shows, it is possible. It is necessary to accomplish a three-in-one task: to instill from childhood the need to work for the public good, to create the conditions for the acquisition by upper grade students of occupational skills and not only to preserve, but also to intensify the polytechnical nature of education.

Three problems now face us. The first is how to spend most fruitfully the labor summer--1984. The second is to create the conditions so that starting with the new school year the connection of the school with production would become closer and so that all students in conformity with their age would participate in socially useful, productive labor. And the third is to draw up all the educational documents on labor training for the future 11-year school.

What is our ministry doing for this? Recommendations on the summer labor quarter and on labor training during the new 1984-85 school year have been drawn up. Joint orders of the USSR Ministry of Education with the USSR State Committee for Vocational and Technical Education and a number of sectorial ministries are being prepared. The procedure of the remuneration of the labor of school children in the national economy is being elaborated.

During the new school year, as I have already stated, the curriculum is not being changed. But it is useful, wherever this is possible, to set aside for students of the 9th and 10th grades 1 day a week for labor education and productive labor. It is also possible to advise to organize the labor education of 7th and 8th grade students at educational production combines, in educational shops and sections and at vocational and technical schools.

The ministry has also specified a number of practical measures on the changeover to the education of children starting at the age of 6, on the strengthening of the educational and material base of schools, educational production combines and pedagogical institutions and on the improvement of the training of teachers.

The implementation of the reform of the school requires that the conditions be created for the maximum development of the creativity of teachers. One should move away from the excessive centralization of methods "formulas" and instructions on the organization of the educational process. Meanwhile up to now in the lessons at the institutes of advanced training and during checks by inspectors more attention has been directed to the formal implementation by the teacher of specific methods of work than to the learning and understanding by children of the materials being studied. Here they are forgetting the absolute impossibility of elaborating formulas, which are identically suitable for all educators and for all situations of life. Such a formalized approach frequently replaces the study of lively creative experience and hinders the development of the initiative of teachers.

The USSR Ministry of Education and the Academy of Pedagogical Sciences are planning to increase the preparation and publication of a series of books from the experience of the best teachers, directing attention to the conscious use of this experience with allowance made for the forming specific features. The methods and inspector's service, which should combine its monitoring functions with direct assistance to school workers and should be the stimulus of a progressive approach to education and training, will have to be reorganized to some extent. Now the conditions are being created to enlist the most experienced teachers as experts in educational methods and inspectors.

In the ideas of the Basic Directions of the Reform educators see the enormous concern of the party and state about the rising generation, about the school and those who work at it. The workers of education treated with gratitude the report on the increase of the wage on the average by 30-35 percent. More assets will be needed for this. But the party believes that this is a very correct, practical investment of the money of the people. And it is possible not to doubt that the teachers, who have been inspired by the most important decisions of the party on the reform of the school, will exert all their powers for its implementation and will gladden the homeland with new successes in the formation of the young generations of the country.

Pedagogical Academy President Kondakov

Moscow UCHITEL'SKAYA GAZETA in Russian 15 May 84 p 2

[Article by President of the USSR Academy of Sciences M. I. Kondakov: "The Reform of the School and Pedagogical Science"]

[Text] The pedagogical science community of the country, as all the Soviet people, unanimously approves of the materials of the April CPSU Central Committee Plenum and regards them as the most important political documents. For the workers of public education this is a strategic program of the further improvement of the training and communist education of the rising generation.

The question of the school and the development of socialist pedagogy was always a subject of the closest attention of V. I. Lenin. Speaking in 1920 in his Kremlin office with Klara Tsetkin, he stressed that the Soviet regime over years and decades should make amends for the cultural debt of many centuries. "People from education have made a fence which is hindering the working people

from moving ahead; this fence will be swept away," he said at the Third All-Russian Congress of Soviets. At present in our country more than 95 percent of the number of those who enrolled at one time in the first grade receive a secondary education. In the United States 74 percent do, in France--30 percent, in the FRG--25 percent, in England--23 percent. The fact that 60 percent of the workers of our country now have a higher and complete secondary education, is vivid evidence of the triumph of the Leninist concern of the party about public education.

Pedagogical science should make a large contribution to the increase of the level and effectiveness of the work of the school. Its social responsibility for the increase of the intellectual and moral potential of society and for the accomplishment of the strategic task--the formation of a harmoniously developed individual--is increasing.

The need for the sharp turn of the USSR Academy of Pedagogical Sciences and pedagogical scientific research institutions toward the elaboration of the urgent problems of the general educational and vocational school is emphasized in "The Basic Directions of the Reform of the General Educational and Vocational School."

This implies the stepping up of our activity on the scientific methods service of the teacher and on the introduction of the achievements of science in practice.

What has already been done in this direction? What has to be done?

The applied function of pedagogy has undergone more extensive development. The theoretical and methodological approach to the solution of the problems of the interaction of the pedagogical, psychological, social, economic and ideological factors in the organization of school life and in the training of young people for labor and the observance of the norms of socialist community life has become more thorough.

The elaboration of a common level of general educational training at schools, vocational and technical schools and secondary specialized educational institutions is at the center of attention of the academy. Special attention is being devoted to the increase of the philosophical content of the educational and training process.

The textbooks and methods manuals, which are being used, were carefully analyzed jointly with experienced teachers and specialists in educational methods. This made it possible to determine the nature and amount of work on their improvement.

The program methods support of the education of children starting at the age of 6 now quite naturally holds an important place. The time has come when preschool pedagogy is enriching school pedagogy, and first of all children should be the big winners from this interaction.

The reform is affording more extensive opportunities to improve elementary education. Scientific research has been heading in this direction for a

quarter century. Now it is necessary to join the efforts of specialists in educational methods, educators and psychologists for the thorough, pilot experimental study of the content and methods of instruction in the 4-year elementary school. Everything valuable from the scientific works of recent years should be realized.

The reform has posed the need to study a large number of problems, which are connected with the content and methods of instruction and the strengthening of the educational functions of the school. The most important of them is the increase of the ideological and theoretical level of the educational and training process in conformity with the present needs of scientific, technical and social development and the ridding of syllabuses and textbooks of excessively complicated secondary material.

Here it is important not to lose what has been achieved and to carefully preserve the main body of the content of education, which has been formed over the past 20-year period.

It is in no way possible to agree with those people who make bold to claim that school knowledge does not meet the requirements of life. It is ostensibly a consequence of the inadequate scientificness, objectivity and specificity in the formulation of the methods of training and communist education, syllabuses and textbooks.

Once again, in spite of such a nihilistic approach to the content of school education, let us stress that it is a great scientific and cultural historical achievement of Soviet society and one of the significant gains of Soviet pedagogy.

Now the time has come to accomplish qualitatively new tasks of the organization of basic and applied research in the area of didactics. Its essence is to bring secondary education in line with the conditions and needs of the society of mature socialism.

In recent years educators have devoted much attention to the methods of stimulating cognitive activity. There were many appeals here to equip school children with the ability to add to their knowledge by themselves and to find their bearings in the flows of information. In practice the methods manuals and other materials, as before, direct attention not to the organization of the work of the student in or outside the lesson, but to the activity of the teacher.

Unfortunately, up to now there is still no adequately complete, scientifically sound set of means and methods, which ensure the thorough acquisition of knowledge. There is also no clear answer to the question about how to bring the methods of instruction in line with the requirements of life.

At the same time it is impossible not to note the achievements of Soviet didactics and the special methods, which help to determine the means of further improving instruction.

In the very near future a special course on the study of computer technology, textbooks and manuals have to be developed. The study of the educational psychology problems, which are connected with the introduction of computers in the educational process, is being organized.

The need to revise the textbooks being used was determined in conformity with the tasks of the school and the new curriculum. The academy is focusing its attention not only on their preparation, but also on their experimental checking. Their ideological and theoretical level and practical, polytechnical orientation have to be increased, the optional material has to be completely eliminated, the size has to be reduced and the clarity, simplicity and lucidity of the presentation have to be achieved.

Both in the press and in verbal statements the textbooks are justly criticized not only for being overburdening and for lax attention to the organization of the educational labor of school children, but also for science-like language which is incomprehensible to children. Here is an example from the geography textbook: "Being combined with each other, natural components form complexes in the form of diverse terrains." Similar "gems" are also encountered in other manuals.

We need to mobilize the best forces of scientists, teachers and writers for the exemplary preparation of textbooks.

The normalization of the educational load and the increase of the level of the educational and training process are ensured not only by the improvement of textbooks, but also by the further improvement of the methods of instruction and training. We assign with full right to the assets of pedagogical science the more thorough revelation of the thesis about the unity of the educational, training and developing functions of instruction; the elaboration of methods of problem instruction and the optimization of the educational and training process as a whole.

What is it necessary to do in light of the reform for the further improvement of the methods of instruction and training?

To ensure a greater practical orientation in the elaboration of the problem of methods. To unite the psychological, didactic, special methods and other possible aspects of the study of this problem.

Not to be carried away by the search for various classifications, which divert one from the constructive settlement of the questions of theory and the interests of practice.

The school is now greatly in need of well-tested and thoroughly elaborated methods of stimulating educational and labor activity and advice on the skillful use of the methods of stimulation, encouragement and censure in the overall logic of education.

Our duty is to back by scientific methods the complete accomplishment of the educational tasks and to give effective assistance to the teacher in the purposeful formation of the interests and reasonable needs of students and in

the overcoming among a portion of the young people of the psychology of philistinism, accumulation, indifference to labor and other negative traits.

The reform obliges us to devote much attention to extracurricular methods and forms of work, particularly to the more active and successful development of the cognitive powers of students.

Life has shown the inexhaustible possibilities of our society in the education of man. Even broader prospects of strengthening the educational function of the school are coming to light. It is a question first of all of the search for effective means of the formation among its pupils of a realized need for socially useful labor. Labor training is becoming the core, the basis for the realized attitude toward labor, civic formation and moral, intellectual and physical development. Our main task is to elaborate a comprehensive system of the labor education of school children, which is equal to the conditions of mature socialism.

We are obliged to determine the principles and structure of the new syllabus of labor instruction. Its content should be aimed at the development of a system, which is based on continuity and a clear long-range nature. Such a syllabus will increase from grade to grade the amount of socially useful labor and will change its nature and the methods and forms of organization. A set of textbooks and methods manuals, didactic materials, teaching equipment and visual aids on each type of labor and for each grade is needed.

I want to stress that the combination of instruction with productive labor has aspects--pedagogical, psychological, economic, social and medical. Only the comprehensive study of each aspect and the problem as a whole will make it possible to identify the conditions of the all-round development of the personality of students on the basis of the combination of instruction with productive labor.

Unfortunately, in school practice there exists what is called "verbal polytechnicism," which is being justly criticized. This is the replacement of labor activity in the sphere of production with the verbal explanation of some technological processes and technical phenomena. The combination of instruction with productive labor will make it possible to overcome such a shortcoming.

In our times and even more so in the future, when graduating from secondary school, young people should have a clear idea about the most important directions of scientific and technical progress, which govern the further development of productive forces.

A few remarks about the importance of educational labor. We need, and the reform requires this, to overcome the frivolous, and at times negative attitude toward it. Some comrades have gone as far as to say that ostensibly children, who are capable of mobilizing all powers for study, subsequently often prove to be helpless grumblers at a machine tool, in the field and at the construction project. Life provides directly opposite examples: if a student from day to day does the school assignments, if from year to year he overcomes the difficulties connected with the mastering of the fundamentals of

the sciences, he becomes not only an educated, but also an industrious person. Unfortunately, the conducted surveys have shown that only a third of the students do their homework assignments independently, while two-thirds do them with the assistance of their parents. It is impossible to tolerate such a form of dependence, it is necessary to accustom children from a young age to work conscientiously.

Millions of children begin in adolescence to take a look at their future. They have to make the main choice in life--to determine their occupation. Our duty is to give active assistance in the development of a vocational guidance service and to unite for this purpose the efforts of the school, the family and labor collectives.

In 1985 a comprehensive program of the communist education of students, which encompasses educational classes, work outside class and school, training in the family and the enlistment of labor collectives in work with children, will be prepared. In this connection an active search is being made for new means and forms of the unity of the political, labor and moral education of young people. The study of the means of developing the activity of Pioneer and Komsomol organizations and the organs of student self-government requires considerably greater attention.

The elaboration of means of the further increase of the level of management of school affairs and the quality of training of teachers will also be one of the urgent directions of scientific research in the next few years.

It is impossible to develop the new know-how of education and training in conformity with the new tasks without relying on the experience of the leading schools and educators.

The scientific potential of Soviet pedagogy provides real opportunities for the elaboration of the principles and ideas of the organization of a qualitatively new system of the civic, intellectual, occupational, esthetic and physical formation of growing people.

Baybakov Interview

Moscow UCHITEL'SKAYA GAZETA in Russian 2 Jun 84 pp 1-2

[Interview with Deputy Chairman of the USSR Council of Ministers and Chairman of the USSR State Planning Committee Nikolay Konstantinovich Baybakov, by A. Orleanskaya: "A National Matter"; date and place not specified]

[Text] Deputy Chairman of the USSR Council of Ministers and Chairman of the USSR State Planning Committee N. K. Baybakov grants an interview to UCHITEL'SKAYA GAZETA.

[Question] Nikolay Konstantinovich, it is difficult to overestimate the importance and timeliness of the reform of the school. "Now," as Konstantin Ustinovich Chernenko said at the April CPSU Central Committee Plenum, "it is necessary to be concerned that the ideas of the reform would be put completely into practice and would not remain on paper. The main thing here is to place

a solid material and organizational base under all the work on the transformation of the school." In this very difficult matter success, undoubtedly, to a great extent will depend on planning organs and first of all the USSR State Planning Committee. I would like to know, what priority tasks are its specialists working on today in connection with the beginning of the implementation of the reform of the general educational and vocational school?

[Answer] The reform, as is known, encompasses many aspects of social life and is designed for two five-year plans, and for a number of problems for the more distant future. As Konstantin Ustinovich Chernenko stressed at the CPSU Central Committee Plenum, one main reference point--the formation of a harmoniously developed individual--determines its essence and purpose. Soviet young people should enter independent life very cultured, educated and industrious.

The reform is called upon to raise the work of schools and vocational and technical schools to a qualitatively new level, to ensure the thorough mastery by students of the fundamentals of the sciences and the formation of firm communist convictions, to improve radically the labor education and vocational guidance of school children on the basis of the combination of instruction with productive labor and the training of a skilled regular labor force at vocational and technical schools and to supplement the universal secondary education of young people with a universal vocational education.

It is important to understand correctly and to represent realistically the scale of the problems, which are arising in connection with its implementation, and to determine the most efficient and effective ways to the outlined goal.

It was not easy to find the means necessary for the needs of the reform, but the party Central Committee and the government, displaying constant attention to the rising generation, did everything possible for its material support. Considerable additional resources will be channeled into the construction and expansion of the material base of educational institutions. More than 3.5 billion rubles a year are being allocated for the increase of the wage of teachers and other workers of public education.

A number of decrees, which specify precisely and clearly the tasks facing both the systems of general and vocational education and other ministries and departments, have been adopted by the CPSU Central Committee and the USSR Council of Ministers with respect to specific questions of the implementation of the Basic Directions of the Reform of the General Educational and Vocational School.

At the session of the USSR Supreme Soviet it was stressed that the transformation of the Soviet school is of a national, statewide nature and that in the structure of our state and society there is not one unit, which could remain aloof of the reform and cut itself off from it by a departmental barrier. We, in the USSR State Planning Committee, have to first of all, as was noted in the speech by Comrade Konstantin Ustinovich Chernenko at the party Central Committee plenum, insert this important matter fundamentally in

the Basic Direction of Economic and Social Development of the Country for the 12th Five-Year Plan and the Period to 2000.

Interdepartmental commissions will be set up under the auspices of the USSR Council of Ministers, as well as in all republics, cities and rayons for the accomplishment of the practical tasks of the development and use of the material base of public education, the creation of the conditions for the labor education and training of students and the correct distribution of the flow of graduates of the 9th and 11th (12th) grades of schools. All planning organs and, of course, the departments of the USSR State Planning Committee will take an active part in their work.

[Question] Could you not dwell in greater detail on the problem of the strengthening of the material base of schools? For it in many ways determines the level of the work of teachers and educators, broadens or narrows their possibilities.

[Answer] You are right. The reform of the school cannot manage without substantial material support. The assignment on the construction of schools for not less than 7 million students during the next five-year plan is being established. This is nearly 1.5-fold more than during the current five-year plan. About 800 complexes of vocational and technical schools will also be built.

In the Basic Directions of the Reform of the General Educational and Vocational School it is recorded that the means of state and cooperative enterprises, sovkhoses and kolkhoses should be used more extensively for the construction of schools and other educational institutions. They have been granted the right to allocate assets and resources for these purposes.

Much work with ministries and departments and the state planning committees of the union republics lies ahead for the USSR State Planning Committee. The point is that in recent years the construction of educational institutions has been carried out, as a rule, according to the sector "Public Education." In some republics, for example, the building of schools according to the sector "Agriculture" and at the expense of kolkhoses has practically been halted. Such a situation must be corrected.

The situation with the construction of complexes of vocational and technical schools is also unsatisfactory. Unfortunately, many ministries are not allocating in good time assets for these purposes or are allocating insufficient assets. They are checking poorly the progress of construction operations. Incidentally, it is planned already this year to reorganize all vocational and technical schools into a single type--"The Secondary Vocational and Technical School." The duty of all ministries without exception is to devote constant attention to the strengthening of the material base of the schools and to display untiring concern about the reserve of the working class and the workers of agriculture of the country.

The USSR State Planning Committee, when drawing up the drafts of the long-range and annual plans of economic and social development, will have to envisage the increase by approximately twofold of the admission to secondary

vocational and technical schools of the graduates of the incomplete secondary school with allowance made for the peculiarities of the regions and in conformity with the needs of the national economy for skilled personnel. It is clear that this will entail the need to enlarge the training areas of vocational and technical schools.

Kindergartens should also be built significantly more rapidly. The reform requires that the need of the urban and rural population for them be met completely. Consequently, when thinking about the draft of the plan for the 12th Five-Year Plan, we are obligated also to take this into account. Just as the need to channel a portion of the capital investments into the construction of nonschool children's institutions, educational laboratory buildings at pedagogical institutes and institutes of the advanced training of teachers.

Of course, the concept "the material base" includes many other problems, which are connected, if it can be so expressed, with the "filling" of schools and vocational and technical schools. But I am speaking about construction as the most urgent and critical problem. As to various equipment for all types of educational institutions, the ministries and departments, the state planning committees of the republics and we are planning specific measures and are establishing the dates of the accomplishment of the assignments in this direction, which were specified by the decrees of the CPSU Central Committee and the USSR Council of Ministers, which were adopted on the reform.

[Question] Much obviously also has to be done for the assurance of the radical improvement of the labor training and education of school children and their vocational guidance, as the reform requires.

[Answer] Very much. I want to recall that the decree of the April Party Central Committee Plenum obliges the ministries and departments of the USSR and the union republics to create the necessary conditions for this at subordinate enterprises, organizations and institutions. Moreover, the managers of base enterprises bear along with the directors of schools personal responsibility for the labor education of children and safe working conditions.

In speaking about the labor training of school children, Konstantin Ustinovich Chernenko stressed that for the organization of the productive labor of upper grade students it is necessary to set aside or create in different sectors of the economy several million workplaces which are furnished with modern equipment. The councils of ministers of the union republics and the USSR ministries and departments should envisage in the plans of the economic and social development of sectors the allocation to base enterprises of resources for these purposes.

Of course, the matter should be organized so that valuable raw materials and equipment would actually be used intelligently and economically. So that adolescents would sense responsibility for their labor, would understand its necessity and would develop in themselves a practical, zealous attitude toward national property. And already before the start of independent labor activity would be able to master a specific occupation.

[Question] During the national discussion of the draft of the reform of the school the editorial office of UCHITEL'SKAYA GAZETA received very many letters. A significant number of them concerned 6-year-olds. And the readers are not forgetting this theme and are continuing to express their opinions on their education and training at the school and to ask questions.

[Answer] This is natural. There are really quite a number of problems. I will not touch upon those which concern the content of the education of the smallest students. But as to the creation of the proper conditions and the training of educators for work with them, we, the planners, have to think over many things and to plan so as to ensure the gradual and universal transition to the elementary education of children starting at the age of 6 years. For it is a question of millions of youngsters. The USSR State Planning Committee jointly with the state planning committees of the union republics, the USSR Ministry of Education, the USSR Ministry of Higher and Secondary Educational Institutions and the USSR Ministry of Finance are elaborating specific measures in order to complete for the most part by 1990 this most important part of the reform of the school. It will be necessary to create additional places for students and groups with an extended day, to train teachers and educators, to publish educational literature, visual aids and so on.

[Question] In speaking about 6-year-olds, you touched, in particular, on the important problem of the training of pedagogical personnel....

[Answer] Yes, it is worth continuing this thought. The problem, of course, is broader. The increase of the number of students at general educational schools and vocational and technical schools, the development of groups with an extended day, the increase of the hours for labor education and esthetic training, the division of classes into two groups in various lessons: Russian language and literature at national schools, foreign language and labor education, and the gradual decrease of the ability to fill classes will require a larger number of specialists for work with children. In the Basic Directions of the Reform it is recorded as follows: "It is necessary to meet completely the increasing needs of general educational schools, vocational and technical schools, secondary specialized educational institutions, preschool and nonschool institutions for teachers, educators and foremen of production education and to develop pedagogical engineering education. To create the conditions for the accomplishment of the transition to the training of teachers and educators for all the units of education only with a higher pedagogical education." This is an entire program of activity for the corresponding specialists of the USSR State Planning Committee and the state planning committees of the union republics, whose proposals on the additional training of pedagogical personnel will be carefully examined.

Undoubtedly, the increase of the wage for workers of education, the planned measures on the improvement of labor, daily life and medical service and the making of housing available to them first of all will make it possible to raise to a higher level the work of the general educational school.

In concluding our conversation I should speak about the fact that the workers of the USSR State Planning Committee are taking a most active part in the

promotion of the ideas of the reform of the general educational and vocational school among the most different audiences. And they also regard this activity of theirs as extremely important.

Kamayev Interview

Moscow SOVETSKAYA ROSSIYA in Russian 12 Jun 84 pp 1-2

[Interview with Chairman of the RSFSR State Committee for Vocational and Technical Education Gerontiy Leont'yevich Kamayev, by M. Kushtapin: "Into Life by a Reliable Path"; date and place not specified]

[Text] Chairman of the RSFSR State Committee for Vocational and Technical Education G. L. Kamayev reflects on the beginning of the reform at vocational and technical schools.

"Have you been these days at the schools," Gerontiy Leont'yevich asked. "You should visit without fail. Our veterans state frankly that they only dreamed of such an organization of the matter. So the very first thing, which the reform has already brought to pedagogical collectives, is enthusiasm, confidence in one's powers and the desire to work with full efficiency.

"The present reform was a natural stage of the development and improvement of the entire system of public education. It is possible to say that it was motivated not only by the ever increasing tasks and needs of society, but also by practice itself, the gained experience of the work of the best pedagogical collectives and scientific, social and economic achievements.

"Time is passing--the criteria of evaluations are changing. What was an achievement yesterday, today is already an ordinary phenomenon. On the territory of the republic there are 4,156 vocational and technical schools in operation, at which about 2 million boys and girls are learning more than 1,000 specialties.

"The present vocational and technical schools have gone far ahead not only from the postwar trade schools, but also the vocational and technical schools of quite recent years. However, the further improvement of the process of education and training is already placing on the agenda a unified type of educational institution--the secondary vocational and technical school with the corresponding departments by occupations and periods of instruction depending on the level of education of the enrollees. The gradual increase of admission to them by approximately twofold is envisaged. Life itself shows that the obtaining of a secondary education and specialty at the secondary vocational and technical school conforms most completely to the interests of young people and the tasks of the social development of the country.

"Let us be sensible. Is yesterday's 10th grade student able to do much at his 17-18 years? But the person of his same age from a vocational and technical school is already standing firmly on his feet. This, without exaggeration, is an independent adult. He has a specialty, he is already capable of both

feeding and clothing himself. And no higher educational institution is forbidden to him, such a graduating student, if an institute selects him, knows precisely how come and why."

[Question] "However, not all parents yet reason as you do. If someone's son has not enrolled in an institute, all the hopes, which were cherished by the parents for 17 years, are shattered in the family. If a daughter has enrolled in a vocational and technical school, the mother is ashamed to say to the neighbors about this: not a higher educational institution, though, but a vocational and technical school. During the discussion of the draft of the school reform the sociological service of the editorial office, while analyzing the mail, came to the following conclusions: more than 80 percent of the authors of the letters (the intelligentsia was taken into account) spoke in favor of the continuation of studies after the 8th grade at secondary vocational and technical schools, but only 20 percent of them would like to see their children as students of vocational and technical schools. It is not surprising, therefore, that the aim of the reform at the twofold increase of the admission of 8th grade students to vocational and technical schools is causing the most different understandings. The 'psychological barrier' facing the vocational and technical school is still tenacious."

[Answer] "I would not reduce everything to a 'psychological barrier.' The most important thing for parents is not to look at their child as their property, with which they can do what they want.

"I do not know about you, but I have fairly often had occasion to encounter in, it would seem, the most 'prestigious' and 'fashionable' official positions: sorry specialists, who measure their labor by the hours of waiting for the end of the workday. But I am convinced that many of such unable, unsuccessful people at some other place could work 'with a spark of inspiration.' The whole trouble is that blind parental love or the narrow-minded credo 'to introduce to the world' extinguished this 'spark of inspiration' in many from childhood. We should display toward our children parental persistence and demandingness in something completely different. In that conscious, honest, industrious and, of course, thoroughly educated people would develop from them. This is the sacred duty of a parent. And he is accountable to society for it. It is necessary to introduce children not 'to the world,' but to independent life. The problem here comes not to a 'psychological barrier,' but rather to a 'social,' 'philosophical' barrier.

"Now concerning the gradual increase of the student body by twofold. I will not conceal the fact that this question is for us one of the most urgent ones. You certainly know that today the system of vocational and technical education is also not coping completely with the plan of the admission of students to day vocational and technical schools. This is explained by many objective and subjective factors. Plans, which are impracticable and do not take into account demographic changes, are frequently sent down. From year to year the number of graduates of the 8th and 10th grades is decreasing, and this trend also awaits us in the future. At the same time, as I have already said, with each year more and more young people are coming more and more willingly to us.

"What are we counting on? First, the network of vocational and technical schools will be expanded by the construction of new complexes. According to the preliminary data, during the 12th Five-Year Plan 350 complexes will be built by ministries and departments. We hope that now, when the projects of vocational and technical education are included in the plans of the construction workers of a separate construction project, when they are held strictly accountable to the local authorities, the construction workers will become more efficient and obliging. An extensive program on the renovation and expansion of operating schools has been outlined. Moreover, more than 1,000 schools, at which at this time they teach only occupations, will be converted into secondary schools. All departmental schools will also be made a part of the system of vocational and technical education.

"Second, starting already this summer the base enterprises are charged to take a most active part in filling up their schools. The local authorities and planning organizations have also been perplexed by this.

"But for us the counting, of course, on our own forces and untapped reserves is most important. Far from every school begins the new school year completely filled. The directors throw up their arms: they are not coming, what will you do? Here the reform also puts the cards in our hands.

"As is known, it is ordered by a special decree of the CPSU Central Committee and the USSR Council of Ministers to use more extensively in practice the organization of the labor education and socially useful, productive labor of school children on the basis of secondary vocational and technical schools. RSFSR Minister of Education G. P. Veselov has already addressed to us specific proposals on the training of upper grade students. We are opening our doors with pleasure for school children. We are placing at their disposal our offices, workshops, machine tools and equipment together with the instructors and foremen of production training. Here it is also advantageous to the school, and our interest is not unselfish: during labor education the upper grade students will become closer acquainted with the school, with the conditions of studies and life, with a working class occupation and the base enterprise, if you look, this school will by slow degrees become for them their own.

"Modern young people are not as naive as it seems to some directors of schools and base enterprises. You will not draw them to the school only by colorful advertisements and effusive promises. Before making a decision a young person weighs everything: what the school and its collective are like, what specialty he will acquire, where he will then work, how much he will earn, what the prospects are and so on. A person is choosing his path in life. The prestige of the school has a substantial influence on this choice.

"What do I mean? Let us take as an example Leningrad Vocational and Technical School No 90. The school trains personnel for a not very "prestigious" sector--the construction materials industry. But there is competition here for many specialties. This vocational and technical school has a good reputation in the city. On the advice of parents, acquaintances, friends, the students themselves and graduates young people are striving to get in here. From year to year the surnames of the Pavlovs, Sennikovs, Yazevs, Tikhonovs

and Trifonovs are on the lists of students. These are family dynasties. The workers of the base enterprise--the Barrikada Association--are taking an active part in the educational and training process. Groups of students conclude with the best brigades bilateral agreements under the motto 'The Experience of the Leaders for the Graduates of the Vocational and Technical School!' The future workers study mathematics in accordance with an intensified program. Scientists of Leningrad State University and the Pedagogical Institute imeni Gertsen help the instructors in this."

[Question] "That is Leningrad. The example is not very representative for the directors of the schools which are located in small cities and villages."

[Answer] "Why not? The example is very representative. In the same Leningrad you can find schools, at which there are perpetual problems with the fulfillment of the plan of admission, the workers of the base enterprises do not drop in at them and the quality of training leaves much to be desired. It is a matter not only of Leningrad with its enormous possibilities, but also of the desire and ability to work, to worry about the assigned job and the prestige of the school. In our small cities there are sufficient vocational and technical schools, at which it is no sin for people of the capital to study. I will name Podolsk Vocational and Technical School No 27 or Klin Vocational and Technical School No 3. The former trains metal workers, the latter trains construction workers. The occupations, let us say frankly, are the most difficult for the admission of students. But at these schools the directors do not know sorrow."

"The reform is also affording us another significant opportunity to revive the influx of young people to vocational and technical schools. Today the role of the USSR State Committee for Vocational and Technical Education in the implementation of the unified state policy in the training of skilled workers is increasing, it has been granted the right to specify in accordance with established procedure the list of occupations, in which the training of workers at all educational institutions and works can be carried out. Young people are going with much desire to study in the most difficult specialties, which require both a thorough knowledge and serious skills and correspond to the present level of scientific and technical progress. Occupations of broad specialization, when the graduate masters two or three specialties, are also popular. We are carefully examining the list of occupations precisely from this point of view. We are introducing new ones with allowance made for the orders of the base enterprises and the requirements of science and technology. We will broaden the training of workers for the servicing of the equipment of versatile automated production systems, nuclear electric power plants, robotized complexes and microprocessor equipment and in many other critical specialties."

[Question] "Gerontiy Leont'yevich, no matter what the workers of the system of vocational and technical education speak about, the talk will touch without fail on the base enterprise. In the materials of the reform it is also mentioned repeatedly."

[Answer] "But how can it be otherwise? It is, after all, called the base enterprise. Hence the base, the basis, the foundation of the school."

Unfortunately, some base enterprises to this day have only been regarded as such. The relations have been formed mainly subject to the personal qualities of the manager and his good motives. A statute on the base enterprise of the secondary vocational and technical school will be drafted in a 2-month period and will be submitted for approval to the USSR Council of Ministers. With its approval all the rights and duties of the two sides, which are vitally interested in each other, will already be founded on a legal basis.

"Over many years many fundamental questions, the settlement of which previously was simply impossible, piled up at our base enterprises. Take if only production education. Our students produce at educational workshops useful products worth more than 50 million rubles a year. However, even today we could increase their output by not less than twofold. But the base enterprises and ministries are keeping us busy with their orders only one-third of the time. Second, in our workshops there are more than 155,000 units of diverse equipment--this is equivalent to several large plants. But we are utilizing this power only in part. The reasons are the same: there are no orders, there are no raw materials, and more than 30 percent of the pool of machine tools is obsolete. Such a picture exists, alas, not only at schools of the machine building type. The solution of these problems directly concerns both the quality of the educational production process at vocational and technical schools and, if you wish, the economy as a whole.

"And the last thing, about which I simply do not have the right to remain silent and with which, very likely, it was necessary to start our conversation. In the materials of the reform there are no secondary questions. Everything is important and necessary. But still I will take the liberty to place in the very forefront the decree of the CPSU Central Committee and the USSR Council of Ministers "On Measures on Improving the Training and Increasing the Skills of Pedagogical Personnel of the System of Education and Vocational and Technical Education and Improving Their Working and Living Conditions." It is hardly necessary to say, with what gratitude this decree was received by our instructors and foremen of production education. If the reform from its very first steps displays such generous concern about pedagogical personnel, its success is ensured. For precisely they are to implement it."

Veselov Interview

Moscow SOVETSKAYA ROSSIYA in Russian 15 Jun 84 p 3

[Interview with RSFSR Minister of Education Georgiy Petrovich Veselov, by O. Pyatetskaya: "The Time to Work Is the Time to Create"; date and place not specified]

[Question] Georgiy Petrovich, in "The Basic Directions of the Reform of the General Educational and Vocational School" it is stated that it will begin to be implemented by stages. But what is being done already today, now?

[Answer] Yes, you are right, we have 2 years in reserve. But this does not mean that the workers of education will "take things easy." The need "already this year to take practical steps on the improvement of the educational and

training process, the labor education and vocational guidance of school children" is stressed in the decree of the April CPSU Central Committee Plenum. So that for us this will be a time of active labor, the careful analysis of the good lessons of the past and the search for internal reserves.

A plan of measures of the Ministry of Education on the implementation of the reform has been drafted. Such plans have been drawn up everywhere--they also exist at every school. Sessions of the soviets of people's deputies have been held in many krays, oblasts and autonomous republics. Today we already have the corresponding calculations, which are being studied jointly with the RSFSR State Planning Committee and the RSFSR Ministry of Finance.

Now a very important moment has arrived--for the results of the changes in the life of our school in many ways will be determined from what we will have time to do in 2 years. First of all we are thinking over the questions which are connected with fundamental questions.

[Question] For example?

[Answer] Take the change of the structure of the school: it should gradually develop from a 10-year into an 11-year one. But this is posing many organizational and pedagogical problems. In particular, the earlier start of training. In our republic it is proposed already in 1986 to admit more than 300,000 6-year-olds. But 7-year-old children--more than 2 million--will also go to study at the same time as them. As you see, for some time two flows of children will exist, and the present school will be turned completely into an 11-year school at the turn of the 21st century.

As much as we would like, we cannot speed up this process--it is necessary to create good conditions for youngsters: it should be no worse for the children than in the kindergartens--in addition to the classroom, it is necessary to equip the bedroom and to find a place for games. Of course, you will not create all of this at once. In rural areas it will be a little easier: we have there a reserve of places for students. In the city the matter will be more complicated: for in places there is a second shift. Of course, it will be necessary to worry about additions. But for some time a portion of the children will be educated at kindergartens, the teachers will come to them there.

[Question] Georgiy Petrovich, you said that in the countryside the problem of the placement of 6-year-olds is being solved more easily. But what is to be done with schools with a small staff? For today the teacher of elementary grades works here immediately with two or else three grades. A 6-year-old person has his own schedule, it is necessary to create play situations for him. How is all of this to be combined?

[Answer] Yes, little rural schools have great difficulties. Although there may be few children in elementary school, at times they all fit in one classroom, very much time of the educator goes for training by subjects: imagine giving in 45 minutes natural history to third graders, Russian to second graders and arithmetic to youngsters! What is the solution? We want to set up an institution of a new type, the "kindergarten-school." There will

be more children, but the problem of personnel will be solved. Our opinion reduces to the fact that all the same it is advisable that one teacher would deal with no more than two classes. That is, that even in a small school with a small staff there would be two educators. But I find it difficult to say how this question will finally be settled, it is at the stage of discussion.

[Question] Very many parents of future school children are worried by gossip about the overworking of children, they are alarmed: Will not earlier "growing up" affect the health of their children?

[Answer] I would like to say a few words about the content of education in the elementary school. Experiments--and they have been under way for more than a year--have shown: 6-year-old children learn very willingly. Especially successfully if the instructors use play skillfully as a means of scientific knowledge of the world. It is a matter not of the very amount of material being learned, but rather of a pedagogically sound dosage. Studies are labor, consequently, fatigue is inevitable. But it is important that it would not take preference over and decrease the interest of children in studies. Manuals on the education of 6-year-olds are being developed by the Institute of the Advanced Training of Teachers, a system of the corresponding further training of teachers of the elementary grades is now being thought out. But today it is a question not only of the retraining of the already active body of teachers, but also of the training of new specialists. But many of them will be needed--for according to preliminary calculations, the number of classes will increase; to our common joy, with each year more and more children will be born. Now all these problems: the material base, personnel, schedules, dates, the real possibilities, are also being solved locally. Pedagogical supervision is necessary for the organization of productive labor, moreover, the level of the filling of classes will decrease. We are now also verifying these figures with the State Planning Committee.

[Question] The reform of the school presumes that the syllabuses and textbooks will be improved. Who will deal with it, have some deadlines been specified?

[Answer] If you are talking about such subjects as elementary school, the Russian language, literature, native languages and literature (let us note that in the RSFSR instruction is being carried out in 18 native languages, while as a whole 51 languages are being taught as a subject), the syllabuses have already been thoroughly studied, specialists have corrected and improved them, and one of these days the collegium will examine the proposals of the Scientific Research Institute of Schools and the Scientific Research Institute of National Schools. But the work with textbooks will go farther. I can say in advance that the syllabuses will be changed significantly: the "load density" will decrease, which does not mean, however, a decrease of the scientific level. I believe that now negligible modification will be required, while by the 1985/86 school year the syllabuses on the indicated subjects will be published in the pedagogical press. Work is also being performed on other subjects--the humanities, natural science and mathematics cycles.

I want to note that with respect to the most difficult problem--the connection of each subject with life and its greater practical orientation--we have prepared the corresponding methods recommendations: they have already been sent out to the provinces. Work is under way on the preparation of the August teachers' conferences, and the task is being posed as follows--not to speak once again about the tasks and problems, but to direct attention to the positive experience.

I would also like to emphasize several weak points which are now coming to light. Good measures have been outlined. But at far from all the schools the teachers themselves, personally, have thought over the means of implementing the reform. Complacency exists here and there. Some experienced educators, who have been working for a long time, reason approximately as follows--they say, we as it is have taught the children well.

[Question] But, perhaps, it is possible to explain the "wait and see" attitude by the desire to obtain new syllabuses, textbooks and simply clarifications "from above"?

[Answer] I believe that both in the document itself and in subsequent decrees of the party and government a precise program of actions is presented, clear goals are set and the means of their achievement are shown. Everything has been related in detail!

Some questions will be settled after 1986 at each specific school with allowance made for the specific circumstances. But now we have time, while I believe that this time has been given to us for the search for internal reserves. Let us take, for example, the elementary school teacher. He is a jack of all trades--he conducts mathematics, Russian, natural history, music and physical culture. Of course, he cannot teach all this equally. But we do not yet have the means to provide schools everywhere with specialists, musicians, sportsmen and artists. Ask a teacher, what he likes most, and he will name without fail his favorite subject. For example, Russian. Hence, is mathematics worse for him? Search for such methods, such a style, so that the "unloved" mathematics would go just as well as language. No courses of the increase of skills eliminates the shortcomings, which the educator himself can detect in himself.

Let us also ponder such a phenomenon. Nearly every teacher of ours is a class supervisor. This job is difficult and tricky. It requires intelligence, a heart and soul. But take if only such an aspect of it--school self-government. You hear from all rostrums and at any conferences--this is an excellent means of cultivating an active position in life. Everyone seems to agree. But then where is the guardianship from? Why do we not entrust children with much of what they should decide themselves? How many times you have had to read in the plans of the class supervisor: "Conduct the Komsomol meeting." But why? For there is Komsomol.

And such an area of class supervision as work with parents. Well, we always acknowledge the traditions which existed before the war and immediately after it. Yes, it is necessary to use some forms--the general class meeting. But it is necessary to change the content itself! I am not speaking about

theoretical postulates. It is a question of the recommendations which are needed at the level of the first grade, the second, the third and so on. The age of the fifth, six and seventh grades--when growing up begins and the child wants to show his worth--especially worries us. But we restrain him: at school we restrain him, at home we do not let initiative to be displayed.

What are we doing in this direction? A 10-year program of universal pedagogical education has been elaborated. This is where freedom for the teacher is: instead of reprimands and moralizing there is painstaking, thoughtful work with fathers and mothers.

[Question] The quality of the labor of a teacher is directly connected with its evaluation. But such a customary indicator of the work of the school as the progress in studies has now been abolished. By what is the level of success and failure to be determined?

[Answer] This is not the first time I have been asked this question. I was just in Saratov Oblast, and there I had occasion even to hear the opinions that, they say, now there will be no consideration of the progress in studies. Well, this, in my opinion, is a typical example of the understanding of the directions inside out. The progress in studies is now quite high--there is probably no need for the rayon departments of public education, the city departments of public education and us to gather papers in order to find out how matters stand here. For not the formal figure, but the actual level of knowledge and abilities of students, so that there would not be "we write three, two in our head," is important to us. But for this it is necessary to teach better and to increase the interest of the children themselves in studies. But this is a multilevel problem. If a student receives an undeserved "three" or "satisfactory" in behavior, when he did not deserve this at all, moral corruption begins with this. What is to be done, if the knowledge could not be worse? Give a "two." While the average mark of the certificate existed, the teachers of subjects experienced great pressure on the part of parents, who did whatever they liked, if only their child had good indicators. Finally, a three was also given by the teachers, who wanted to show that they are working well. This, after all, also does not adorn us. As you see, the matter is not to be settled by a cavalry attack. It is necessary to think over the entire set of measures on the combating of the mania for percentages. But I have named only several aspects of it. I like the approach of the teachers who trust, for example, the children themselves to propose the evaluations on behavior. And why not? Here the students in school are always only an object of training. Is this really right? Why not consult now the upper grade students--for the school stands on the threshold of great qualitative changes. It is necessary to enlist the children more actively in this work, so that they would be the force which will directly implement the reform.

[Question] Georgiy Petrovich, in the process of the reorganization of the school it is planned to help school children in earnest in the choice of a path in life. In particular, vocational guidance centers have to be set up. What tasks will they accomplish, where will they be opened first of all?

[Answer] This matter for the present is new. Such centers exist in Moscow, Leningrad and Sverdlovsk. But, of course, there are very few of them. Now we should place the matter on scientific basis. As a rule, the vocational guidance centers are set up in rayons and on the basis of educational production combines, but operate independently and are maintained at the expense of industrial enterprises. In addition to specialists in educational methods and foremen of production education, psychologists are included on the staffs of the vocational guidance centers. The centers supervise all the vocational guidance work in the rayon, help the schools to establish contacts with instructors and supervise parents and the children themselves in all matters which are connected with job placement.

[Question] If we return to the school and its problems, what, in your opinion, does today's teacher lack?

[Answer] Patience! Patience. We do not know how to listen to children, we drive ahead and ahead in accordance with the syllabus. I do not recall who said it, but the point is approximately as follows: "There is not enough time to think." It seems to me that the teacher precisely lacks days for analysis, for reflection: What was it possible to do, what is not turning out? In my opinion, it would not hurt to treat more closely the organization of the work outside studies and outside the lesson. There are great untapped reserves here. And in general the main thing today is not to wait for instructions and clarifications, but to set to work actively by oneself.

Here you have spoken about the base enterprise--when will the "statute" be drawn up? I believe that it will be soon. But does this really mean that it is necessary to keep to the deadline without fail? Why should not the school already today knock at the necessary doors? Indeed, I am confident, it will not be especially necessary to knock: the managers of industrial enterprises have treated our problems with understanding. More correctly, not our problems, but the common problems. I have just returned from a business trip to Saratov, there I spoke both with party executives and with managers--the mood is in an amicable way a working one. Today everyone thinks about the school and is concerned about it. The mood of the teachers themselves, I would say, is elated. They are grateful to the party and the people for the concern about their material situation and about the improvement of working and living conditions. So that it is necessary to carry out even more actively the work: interesting, necessary and important work.

Moldavian Education Minister Zidu

Kishinev SOVETSKAYA MOLDAVIYA in Russian 29 Jul 84 p 2

[Article by Moldavian SSR Minister of Education D. Zidu: "The School: The Time of Reform"]

[Text] The discussion of the tasks, which follow from the decisions of the April (1984) CPSU Central Committee Plenum, has been completed. The measures on the implementation of the reform of the general educational and vocational school were approved everywhere. The organs of public education and

the pedagogical collectives of schools and children's preschool and nonschool institutions now have important documents which specify their tasks for the long-range future.

"The main thing here," General Secretary of the CPSU Central Committee Comrade K. U. Chernenko noted, "is to place a solid material and organizational base under all the work on the transformation of the school."

The plans, which have been drafted on the implementation of the school reform, envisage, first of all, the considerable strengthening of the educational and material base of schools and children's preschool and nonschool institutions and the creation of the necessary conditions for the changeover to the education of children starting at the age of 6 years. Thus, during the years of the 12th Five-Year Plan it is planned to build in the republic new schools for 138,000 students and children's preschool institutions for 90,000 children. Moreover, a significant number of classrooms, dining rooms, gymnasiums and assembly halls will be added to existing schools and the material base of labor education will be strengthened.

All this will make it possible to ensure the mass transition to the education of children starting at the age of 6 years already in 1986. Before the end of the 12th Five-Year Plan the conditions will be created for the coverage of all children of preschool age by public education. In the coming years the problem of providing all students with hot food will be solved, the conditions for the physical education of children at all educational and training institutions will be improved.

Measures on the development of the material base for the labor training of school children--the setting up of educational shops and sections at enterprises and organizations, kolkhozes and sovkhoses, interschool educational production combines, school and interschool educational and educational production workshops, school offices of labor education, subsidiary farms, permanent camps of labor and relaxation, field camps, student production brigades and school forest areas, as well as the construction of buildings for the labor education and socially useful, productive labor of students--are envisaged by the plan of measures on the implementation of the school reform.

A plan of the revision and the publication of new textbooks for students and educational methods sets for teachers has been drafted in the ministry. This task is difficult and crucial. The syllabuses and textbooks should be rid of secondary and excessively complicated material, having ensured here their great integrity, the scientific nature, simplicity, brevity and accuracy, clarity and liveliness of the presentation, which, in the end, will serve educational goals. In conjunction with textbooks we should publish both methods manuals and didactic materials for the teacher. Scientists will not manage here without the assistance of experienced teachers.

The main thing now is to prepare well for the new school year and beginning with its first days to carry out the reform of the educational and training

process. Educators have to increase sharply the quality of instruction and training in the elementary grades, to increase the level of instruction in the subjects of the natural science, mathematics and humanities cycles in the middle and upper grades, to ensure the maximum realization of their educational potential and in fundamental unity with the educational and training process to improve all the work outside the class and the school.

The procedural recommendations of the Ministry of Education on the easing of the syllabuses for all grades and subjects will give important assistance to the pedagogical collectives of schools in this. In this connection the provision of students with efficient methods of educational activity is acquiring particular importance. The main thing should be mastered in the lesson, while homework assignments, which have been shortened significantly, should merely reinforce the obtained knowledge, but in no case should reduce to the formal memorization of the text of the textbook, which still frequently occurs due to the ill consideration of the lesson by the educator.

Considerable work on the esthetic education of students lies ahead. For these purposes it is planned to use better work outside the class and school and groups with an extended day and to enlist more actively in the affairs of the school creative unions and figures of culture, art and the cinema.

During the new school year steps will already be taken on the radical improvement of the labor training, education and vocational guidance of the students of general educational schools, the increase of the level of their practical, moral and psychological preparation for independent life and the formation among the rising generation of a realized need for labor. Here it is necessary to ensure a close interconnection between the study of the fundamentals of the sciences and the direct participation of school children in systematic organized, socially useful productive labor, which is within their power.

Thus, the students of the 1st-4th grades will be instructed in the elementary methods of the manual working of various materials and the cultivation of agricultural plant and will be acquainted with several occupations. In the 5th-7th grades the children will receive a more thorough general labor training of the polytechnical type and a general idea about the different sectors of the national economy, while starting in the 8th grade they will receive training in mass occupations in conformity with the needs of the national economy for personnel. By the end of secondary school adolescents will have mastered a specific occupation and in accordance with established procedure will take the qualifying examinations.

The training of students for labor prior to the mastering by them of occupational skills should become a most important function of the school, the base enterprise or organization. We have already today many examples of how labor collectives, public organizations, farms and enterprises are participating in the labor education and training of children. The Moldova Kolkhoz of Slobodzeyskiy Rayon has created at the Korotnyanskiy Secondary School a good base for the labor education, training and vocational guidance of students. Specialists of the kolkhoz are carrying out the labor education and training of school children of the upper grades. The students of this

school participate in productive labor throughout the year. Valuable experience of such cooperation has been gained in Kishinev and Beltsy and in Glodyanskiy, Brichanskiy, Vulkaneshtskiy, Ryshkanskiy and other rayons.

The implementation of the outlined measures on the reform of the school also requires the improvement of the work with parents and the improvement of family rearing. On this level public assistance to the family will be increased, and at the same time as this its responsibility for the formation of the rising generation is increasing. So that all parents would know well the principles of family rearing, the universal education of parents will be organized in every population center.

Steps on the increase of the responsibility of the family for the rearing of the rising generation are also envisaged by the measures on the implementation of the reform. Parents are obliged to increase the prestige of the school and the teacher, to rear children in the spirit of respect for and love of labor, to inculcate in them order, discipline and the observance of the norms of life of our society and to give children an example by their own attitude toward labor and public duties.

An extensive exchange of opinion on all these issues will take place at the approaching August conferences of teachers. The comprehensive measures on the implementation of the reform of the school, which will be carried out by stages, with allowance made for local conditions during the 11th and 12th Five-Year Plans, have to be discussed at them. Here the basic attention will be devoted to practical measures of the improvement of the work of schools, preschool and nonschool institutions. And this immense work should be started with the first day of the new school year.

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EDUCATION

BETTER TEACHERS, TRAINING ADVOCATED FOR AGRICULTURAL WORKERS

Improve Agricultural Teacher Training

Moscow KADRY SEL'SKOGO KHOZYAYSTVA in Russian No 2, Mar-Apr 84 pp 58-64

[Article by A. Shaposhnikova, deputy minister of higher and secondary specialized education: "VUZ's of APK Sectors Need Highly Qualified Teachers"]

[Text] At the June (1983) Plenum of the CPSU Central Committee it was emphasized that in our social development we have now arrived at that historic milestone where profound qualitative changes in production forces and the production relations corresponding to this have not only matured but have even become inevitable. In close inter-action with this, there must also occur changes in people's awareness, in all those forms of social life which it has become accepted to designate as the superstructure. It follows from this that the role played by the higher school in providing the deciding sectors of socio-economic construction with qualified specialists will grow uninterruptedly. Consequently, the quality of the training, re-training, and upgrading of the qualifications of the managerial and engineering-technical staffs must be radically improved. Carrying out such a task is connected primarily with providing the educational process with highly qualified scientific-pedagogical personnel, as well as strengthening the educational-material base of the VUZ's and expanding scientific research, particularly in the sectors of the agro-industrial complex.

Within the 104 agricultural VUZ's and their branches a qualified professorial-teaching staff has taken shape; they know their work well and love it. They are capable of providing the necessary level of professional training and communist indoctrination of the future specialists. The number of scientific-pedagogical workers is growing from year to year; by the beginning of 1984 it had exceeded 40,000 persons. At the same time the qualitative composition of these personnel has obviously not been improving. The number of scientific-pedagogical workers with academic degrees can serve as the criterion for such a conclusion. Thus, if during the last five-year plan the total number of teachers increased by 16.9 percent, that of candidates of sciences increased by 14.5 percent, while doctors of sciences increased by only 2.0 percent. During the current five-year plan the proportion of scientific-pedagogical workers with academic degrees and titles has continued to decline.

Teachers who have been certified by the VAK [Higher Certification Commission] are also unevenly distributed throughout the regions of the country. Only 4.7 percent of all doctors of sciences and 8.2 percent of candidates of sciences are employed in one-tenth of all the agricultural VUZ's located in the remote and rapidly developing regions of the Far East, Western and Eastern Siberia. Clearly this does not have the best effect on the quality of the training of higher qualified specialists. Along with this, two-thirds of the doctors of sciences, professors, and almost half of the candidates of sciences and docents are concentrated in one-fifth of the agricultural VUZ's located in the European part of the USSR. Furthermore, there are already more than 60 percent of the teachers with academic degrees and titles at twelve of them, while over 65 percent are at the following: the Moscow Agricultural Academy imeni K. A. Timiryazev, the All-Union Agricultural Institute of Correspondence Education, the Orel and Georgian Agricultural Institutes, the Leningrad and Yerevan Zooveterinary Institutes.

These facts testify to the need for more careful planning, recruiting, and training of scientific-pedagogical personnel within the system of agricultural education and, in particular, at the VUZ's of the intensively developing regions. To be sure, during the last few years there have been notable improvements in the professorial-teaching staffs at the Blagoveshchensk, Volgograd, Gorkiy, and Kishinev Agricultural Institutes, the Chelyabinsk Institute for the Mechanization and Electrification of Agriculture, and the VUZ's of the Uzbek SSR. At the Blagoveshchensk Agricultural Institute, for example, during the past five-year plan the number of teachers with academic degrees and titles increased by almost one-third.

During the three years of the 11th Five-Year Plan 43 doctoral and 208 candidate dissertations were defended at the higher agricultural educational institutions of Siberia, the Far East, and the Non-Chernozem Zone of the RSFSR. At the present time more than 700 persons are enrolled in graduate study, including more than 146 persons in special-purpose work. Every year major scientists of the scientific and educational centers of Moscow, Leningrad, Krasnodar, and Voronezh travel out to the VUZ's of these regions in order to deliver lectures and render aid in educational-indoctrinational, methodological, and scientific work. The measures being undertaken have had a notable influence on improving the qualitative makeup of the teachers in certain agricultural VUZ's. However, the problem of the even distribution of highly qualified scientific-pedagogical personnel throughout the country's zones still remains acute.

The decree of the CPSU Central Committee and the USSR Council of Ministers entitled "On Further Strengthening Kolkhozes and Sovkhozes by Management Personnel and Specialists, Increasing Their Roles and Responsibilities in the Development of Agricultural Production," as approved by the May (1982) Plenum of the CPSU Central Committee, obligated the USSR Ministry of Agriculture and the Councils of Ministers of the Union republics to carry out the necessary measures with regard to strengthening the agricultural educational institutions with highly qualified teaching personnel.

In carrying out this decree, the USSR Ministry of Agriculture developed measures with regard to improving work with scientific-pedagogical personnel and in May of last year conducted a seminar, in conjunction with the USSR Ministry

of Higher and Secondary Specialized Education, of the rectors of agricultural VUZ's. The attention of the seminar participants was drawn to the fact that, during the 1980's it is necessary to form in each higher educational institution a professorial-teaching staff able, taking into account the tasks of improving the developed socialist society, to train a specialist with deep knowledge of the fundamental disciplines, high professional skills, and a wide political outlook. These measures are directed at, on the one hand, equipping the future specialists with knowledge and skills in the field of creating and using the latest equipment, developing and introducing advanced technologies, at inculcating the new type of economic thought in them, and, on the other hand, increasing the contribution of the VUZ's to speeding up scientific and technical progress in the country's agrarian sector.

As regards the basic sciences, at the present time the makeup of the scientific-pedagogical personnel of the higher agricultural educational institutions does not yet measure up to these high requirements. Only 37 percent of the teachers employed in the departments of mathematics, physics, and chemistry have academic titles and degrees. Moreover, a considerable portion of those teaching these disciplines do not have a basic university education. All this has a substantial influence on the quality of instruction of the students.

The professorial-teaching staffs of higher educational institutions are called upon to train independently thinking, broadly educated, ideologically convinced specialists, capable of solving the problems of science and production in a creative, politically mature manner. In this connection, the role of teaching the social disciplines has increased particularly.

The materials of the June (1983) Plenum of the CPSU Central Committee stress attention to the need for increasing the ideological influence of teaching the social disciplines on the future specialists. The principal burden here is laid on the teachers of these disciplines; they must have not only the authority of the science being presented by them but also the precise correctness of their own ideological viewpoint, the ability to draw students in, and the moral attractiveness of their own individual personalities.

The country's agricultural VUZ's pay constant attention to the Marxist-Leninist training of future specialists and to improving the qualitative makeup of social scientists. However, in the departments of Marxist-Leninist philosophy, scientific communism, and political science still less than half of the teachers have academic degrees and titles. Less than three percent of the departments are headed by doctors of sciences. Therefore, upgrading the professional skills of the social scientists employed at agricultural VUZ's, rendering them the necessary aid in conducting scientific research, as well as in the defense of doctoral and candidate dissertations comprise the urgent and top-priority task of the local party organs, the party committees, and the university rectors, as well as the pedagogical institutes; they have been entrusted with the duty of training scientific-pedagogical personnel in the historical, economic, and philosophical sciences.

The most important problem for agricultural VUZ's is the training of doctors of sciences. At the beginning of the 1970's their number, especially in the agricultural sciences, was growing noticeably. Then the pace of training scientific-pedagogical personnel with higher qualifications slackened, and this led to

a decrease in the number of doctors of sciences among the teachers and administrative staff members of the VUZ's.

The plan for the defense of doctoral dissertations was fulfilled by only 12 percent during the 10th Five-Year Plan. In recent times matters have begun to improve, albeit slowly. In the three years of the 11th Five-Year Plan the VAK under the USSR Council of Ministers has approved more than 230 doctoral dissertations. This has been facilitated by organizational work in the VUZ's with regard to concentrating and shifting scientific research onto comprehensive subject matter, as well as rendering aid to candidates of sciences in the culminating period of work on their doctoral dissertations. Experience in such work has been accumulated at certain of the capital's VUZ's, as well as at the Lenin-grad, Kishinev, Khar'kov, Bashkir and Sverdlovsk Agricultural Institutes, and the Latvian Agricultural Academy.

At the same time, at more than 20 agricultural VUZ's last year not a single dissertation was defended in quest of the academic degree of doctor of sciences. It is extremely important, therefore, that the creative plans which have been drawn up at these VUZ's for rendering aid to candidates of sciences with regard to preparing and defending doctoral dissertations be put under rigorous controls and carried out unwaveringly.

An effective form of completing work on a doctoral dissertation is shifting candidates of sciences for two years to the duties of senior scientific staff members. Every year more than 60 teachers are enrolled in such positions within the system of higher agricultural education. The use of such a format permitted the Sverdlovsk Agricultural Institute to finish the training of six doctors of sciences, and the Bashkir Institute--eight. However, the success rate of this format is not high at all VUZ's. Almost a third of the candidates of sciences transferred to the duties of scientific staff members do not defend their doctoral dissertations; at the Kazakh Agricultural Institute only 2 persons out of 15 defended, at the Perm Institute--4 out of 19, at the Buryat Institute--6 out of 20, and at the Azovo-Chernomorskiy Institute of Mechanization--1 out of 9. These VUZ's are obviously misusing the provision for selecting candidates of sciences for the duties of senior scientific staff members. And this is costing the state dearly. Tens of thousands of hours of working time of highly skilled scientific-pedagogical workers are lost. Insupportable moral outlays are created among the professorial-teaching groups of the departments and faculties. It is high time to create at every VUZ a situation of concern, attention, and high required standards for those who are shifted for two years in order to finish up work on their doctoral dissertations. The deans and rectors must bear greater responsibility for the selection of candidates for the shift to the duties of senior scientific staff members.

Insufficiently effective use is being made by docents and candidates of sciences of the six-month creative leaves for formulating doctoral dissertations for a defense. There are quite frequent cases when, after the expiration of the leave, the defense is postponed for many years.

The training of candidates of sciences is conducted basically by means of graduate study and competition. Graduate study is proceeding at 87 agricultural VUZ's, and every year about 3,900 persons receive instruction in it with or without a break from their production facilities. The plan for acceptance into

graduate study is being fulfilled. A considerable portion of the enrollees are agricultural specialists with a production period of probationary work. Most of them are Communists or Komsomol members. More than 50 percent of those registered for study have either partially or fully passed their candidate exams.

However, graduate study per se provides the agricultural VUZ's with pedagogical personnel only for the biological, agricultural, economic, veterinary, and technical sciences. With regard to the physical-mathematical, historical, chemical, philosophical, and certain technical sciences, candidates are trained, as a rule, at the country's universities and technical VUZ's. During the last three years alone more than 200 persons completed their special-purpose graduate study in them.

There has been a well-marked tendency to increase the effectiveness of graduate study. The success rate, however, lags significantly behind that of VUZ's in other sectors. If for the country as a whole more than 60 percent of the graduate students defend their dissertations or present them for defense within the established period of time, at the agricultural VUZ's this indicator does not exceed 30 percent.

There is a greater success rate at the major centers for graduate study at the Moscow Agricultural Academy imeni K. A. Timiryazev, at the Moscow Institute for Land-Management Engineers, the Leningrad Agricultural Institute, the Kishinev, Kuban, and Novosibirsk SKhI's [Agricultural Institutes], and the Latvian Agricultural Academy. At these VUZ's the scientific directors of the students and the competitors--as a rule--are academicians, doctors of sciences, and professors.

Many scientific directors are successful in training scientific-pedagogical personnel. Doctor of agricultural sciences and professor of the Leningrad SKhI, V. A. Bryzgalov, has trained 65 candidates of sciences. Under the direction of VASKhNIL [All-Union Academy of Agricultural Sciences imeni V. I. Lenin] academician and doctor of agricultural sciences, Professor of the Moscow Agricultural Academy N. G. Andreyev, 45 graduate students and competitors have successfully completed their scientific research and defended their dissertations toward obtaining the academic degree of candidate of sciences. Academician of the Moldavian SSR Academy of Sciences and doctor of technical sciences, Professor of the Kishinev SKhI, Yu. N. Petrov, has trained 21 candidates of sciences.

A serious step toward improving the quality of training scientific-pedagogical personnel for the VUZ's of the country's agrarian sector was made in 1981. A question important in principle was resolved--the plan for acceptance into full-time graduate study was almost doubled. Now the proportion of full-time graduate students taking a break from production exceeds 55 percent.

The selection of candidates for graduate study has been significantly improved. A mandatory interview is conducted with those enrolling for study; taking part in it are the department chiefs and the future scientific directors. As a rule, only those specialists who have had a probationary work period of at least two years are registered for full-time instruction. Constituting exceptions to this are graduates who are recommended for enrollment in graduate study by faculty and VUZ councils.

As practical experience has shown, the method for training scientific-pedagogical personnel with the best prospects is the special-purpose method. Such a format for training is basically concentrated at the 20 largest agricultural VUZ's, in which more than half of all graduate students are enrolled.

The total number of competitors, those who are preparing dissertations for defense on their own, comprises more than 1400 persons. These are principally teachers up to 40 years of age. Every year more than 300 of them defend dissertation projects or present them for defense.

But, unfortunately, it also happens that even at the large Moscow VUZ's, for example at the Veterinary Academy, at the Institute for Agricultural Production Engineers, and the Leningrad Veterinary Institute, most of the graduates of full-time graduate study and the competitors defend their dissertations within two or three years after completing their studies, while those who have been studying without a break from their production work defend even later. There is a large drop-out of graduate students because of failure or other reasons at the Don, Orenburg, Novosibirsk Agricultural Institutes.

In order to further upgrade the quality of training graduate students, taking into consideration the qualifications level of the scientific directors, the material base, and the operational effectiveness, the USSR Ministry of Higher and Secondary Specialized Education has closed down the poorly attended graduate study at the Voroshilovgrad SKhI and the Troitsk Veterinary Institute. At these VUZ's for a number of years the graduate students not only failed to defend their dissertations on time but did not even present them for defense.

Successful implementation of the decisions of the June (1983) Plenum of the CPSU with respect to further improving the work of the higher schools depends primarily on expanding the ties between the departments and the leading enterprises and associations of the agro-industrial complex, as well as on the systematic renewal of the knowledge of the professorial-teaching staffs of the VUZ's.

Since 1966 the VUZ teachers have been periodically upgrading their qualifications with a break from their work lasting as long as four months. During the years which have elapsed since this time 132 institutes and faculties for upgrading qualifications have been created at higher schools; basically they provide retraining for the teachers.

The CPSU Central Committee recently adopted a new decree entitled "On Further Improving the Upgrading of Qualifications for Social-Science Teachers at VUZ's"; it pertains directly not only to social scientists but also to all teachers at higher schools. It is precisely stated therein that upgrading qualifications is a never-ending process for every teacher.

At the present time within the system of agricultural education eight faculties are operating, engaged in upgrading teachers' qualifications with regard to 68 special disciplines. Social-science teachers supplement their knowledge at institutes for upgrading qualifications which are attached to universities, while those who teach general-scientific, general-engineering, and basic disciplines are retrained at faculties of technical VUZ's. Every year there is an

expansion of the probationary period served by teachers majoring in the various disciplines, a period served at the leading kolkhozes, sovkhozes, and industrial complexes, as well as agro-industrial associations.

Deserving of attention is the experience of the Moscow Agricultural Academy imeni K. A. Timiryazev with regard to upgrading teachers' qualifications. It has been discussed at the collegium of the USSR Ministry of Higher and Secondary Specialized Education. During the past three years 1300 teachers, including about 900 professors and docents have undergone a probationary period and have upgraded their qualifications at this academy. Lectures are delivered to the students by highly qualified teachers, among whom are three VASKhNIL [All-Union Academy of Agricultural Sciences imeni V. I. Lenin] academicians, more than 70 doctors and candidates of sciences. These lectures are marked by a high theoretical and methodological level.

At all the agricultural VUZ's five-year plans have been drawn up for upgrading the qualifications of the professorial-teaching personnel; for every teacher a format is specified for further improving his professional skills. The faculties for upgrading qualifications have worked out new curricula in which provision has been made for lectures on pedagogy and psychology, the mastery of computers by the students, as well as technical means of instruction and micro-processor equipment, along with studying the achievements of science and advanced experience.

During the 11th Five-Year Plan it is intended to upgrade the qualifications of more than 40,000 teachers not only at FPK's [Faculties for Upgrading Qualifications] and IPK's [Institutes for Upgrading Qualifications] but also by means of probationary periods at the leading agricultural enterprises and by granting creative leaves for the purpose of finishing up work on doctoral and candidate dissertations.

It is a cause for concern that in 1983 the Georgian, Kazakh, Kursk, Kirovsk Agricultural Institutes, and the Semipalatinsk Zooveterinary Institute failed to fulfill their plans for upgrading qualifications. A number of VUZ's do not ensure the established periodicity in upgrading the teachers' qualifications, do not fulfill the plan for publishing textbook materials for the FPK's, insufficiently exercise monitoring controls over the organization of the educational process, do not always evaluate the depth of the knowledge acquired by the teacher as a result of upgrading qualifications. In this matter the leading role should be played by the departments; it is they who must not only approve the plan for upgrading qualifications but also rigorously monitor its execution, listen to reports and take the necessary measures with regard to improving the educational process.

It must be particularly emphasized that, in order to radically improve scientific and educational-indoctrinational work in the agricultural VUZ's, top-priority importance must be accorded to upgrading the qualifications of the professorial-teaching personnel, providing a new impulse not only in teaching work but also ensuring the rapid dissemination of scientific achievements and advanced experience in production.

A special question is the training and qualifications upgrading of scientific-pedagogical personnel for sectorial institutes engaged in upgrading the qualifications of an APK [Agro-Industrial Complex]. How and where is this to be done? Because, of course, there are already eight such institutes: each one is devoted to a certain sphere of agriculture--land reclamation and water management, procurements, the food industry, rural construction, lumbering, and two institutes are under the Goskomsel'khoztekhnika [State Committee for Supply of Production Equipment for Agriculture]. Obviously the higher educational institutions should render the most active aid to these institutes to provide them with highly qualified scientific-pedagogical personnel. In this matter a significant role should also be played by the Higher School for Agricultural Administration under the USSR Ministry of Agriculture. It has been assigned the responsibility for the methodological direction of the work of the faculties and departments engaged in upgrading the qualifications of the supervisory personnel and the agricultural specialists, the schools of agricultural administration, as well as coordination of scientific research on the questions of upgrading the qualifications of agricultural personnel.

Also under examination are proposals to organize in the higher schools a special-department board for training IPK teachers with a term of instruction lasting as long as two years.

Recently our ministry's collegium examined the question of the makeup of the scientific-pedagogical workers at agricultural higher educational institutions and measures to strengthen them with qualified personnel. Particular attention was paid to the fact that a teacher's role at an agricultural VUZ under present-day conditions has grown immeasurably, that training highly qualified specialists for an agro-industrial complex requires, above all, from the teachers a profound knowledge of production in their subject field, a skilled mastery of the technical means of instruction, and even computer and micro-processor equipment. A VUZ teacher is the principal mentor of the student youth, aiding them to master the rich theoretical heritage of the Marxist-Leninist classics, as well as the documents of the CPSU.

A plan with good prospects for developing higher and secondary agricultural education up to 1990 was approved. In order to radically improve the work of agricultural VUZ's, significantly supplement the teaching staffs with doctors and candidates of sciences, and further develop scientific research during the 1980's, we must train 8,500 scientific-pedagogical workers, including about 1500 doctors of sciences. Just to the agricultural VUZ's of Siberia, the Far East, and the Non-Chernozem Zone of the RSFSR it is planned to send almost 1150 students who have finished graduate school, along with 240 candidates of sciences who have defended and have prepared to defend their doctoral dissertations.

The main things in solving this extremely important problem are the following: concentration of scientific studies at higher educational institutions, attracting young candidates who have shown an inclination toward scientific-pedagogical activity into working on comprehensive topics, expanding intra- and inter-departmental, special-purpose graduate study, broad-based attraction of the country's prominent scientists into scientific management, a more careful selection of candidates for graduate study, constant monitoring and high requirements for those persons who are preparing themselves for teaching work at a VUZ. And in this matter a serious beginning has already been made.

Radical improvement of the qualitative makeup of the scientific-pedagogical workers at the agrarian VUZ's will allow us to raise the training of highly qualified specialists to an even higher level, to more fully equip with knowledge and skills those persons who will directly implement the country's Food Program, to increase the harvest yield of the fields and the productivity of the livestock, to carry out the chief socio-political goal of our plans--to raise our people's standard of living and to educate the worthy builders of communism.

School Reform, Agricultural Worker Training

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[Article by S. Batyshev, member of the USSR Academy of Pedagogical Sciences: "School Reform and Worker Training for Agro-Industrial Complexes"]

[Text] In accordance with the draft plan of the CPSU Central Committee entitled "Basic Directions for the Reform of the General-Educational and Vocational School," the presently existing different types of vocational-technical educational institutions are to be re-organized into a unified type of educational institution--into a secondary vocational-technical school with departments according to occupations. The term of instruction will be established depending on the educational level of the enrollees. It is assumed that in these schools the graduates of the ninth grade, after three years of instruction, as a rule, will acquire an occupation and will complete their general secondary education, whereas graduates of the 11-year school will acquire an occupation here within a one-year term of instruction.

In rural localities, as indicated in the draft of the school-reform plan, such secondary vocational-technical schools are set up on the base of regional agro-industrial associations, sovkhoses, kolkhoses, and inter-farm enterprises. And they are confronted with the following specific task: to equip the pupils with a knowledge of the latest achievements of science and technology, advanced production experience, to inculcate them with practical habits for everyday productive labor and an enhanced quality of the end product. Such an approach will permit us to satisfy the needs of the sectors of the agro-industrial complex for highly qualified workers, to create the conditions for the successful implementation of the Food Program, and to take a new step in raising the cultural-technical level of rural workers. Consequently, what we are talking about is not a matter of changing the name of an educational institution, not about changing the "signboard," not about certain adjustments in the system of training workers, changes of partial important, but rather about a radical restructuring of the training of working personnel.

In theory, everybody or almost everybody recognizes the need for serious changes in the practice of training workers; however, the matter goes no further than recognition. It must be stated that in our age--the age of the modern scientific and technical revolution--the educational-indoctrinational process in vocational-technical schools, in its classic forms, remains immobile. But what is the essence of the impending reform with regard to the vocational school?

First of all, we must raise the technical level of training workers and overcome the serious obstacles in their production instruction. As a result of the lack of a well-formed system of means and devices, directed at activating pupils within the process of instruction, they acquire superficial technical knowledge and do not know how to apply their theoretical skills in solving specific production tasks. Today's vocational-school graduates frequently are poorly trained and are compelled to complete their training on the job.

The curriculum of the secondary vocational-technical school includes more than 20 subjects whose inter-connections have not been accorded the necessary importance. Our observations have shown that certain subjects, and often topics as well, are studied in isolation, without taking into account the contents of related subjects. In their exposition of closely related questions, the teachers show little interest in the knowledge previously acquired by the pupils. They do not regard the teaching of their own subject as a part of the integrated process of instruction. The essence of the material being studied is inundated by an abundance of facts and various particulars. To put it briefly, the general-educational and vocational training do not form an integrated inter-related process. This, naturally, lowers the interest of the pupils in their classes. Furthermore, an unfavorable influence is exerted on them by the poverty of the teachers' methodological devices. Such instructional devices as writing things down from the blackboard, copying, writing down a summary from dictation, nowadays not only do not satisfy the pupils but simply bring about an internal protest in them. It is a well-known fact that the difficulty of the assignments has decreased, the technical equipment for the lessons is inadequate, the pupils lack the capacity to work on their own, their is poor use of the experience of innovators in the process of instruction--these are typical shortcomings in the work of the vocational-technical schools.

The training of skilled workers is a continuation of the educational-indoctrinational process which was begun in the general-educational school, while indoctrinational work with graduates of vocational-technical schools must continue on the production line. However, continuity in this work has essentially not been arranged. This applies equally to the system of unified pedagogical requirements. In many schools NOT [scientific organization of labor] is merely propagandized. Most of the NOT plans are formal in nature. In the official reports, as a rule, high indicators of the success rate are cited. But in fact the success rate is considerably lower.

We are faced with the task of developing and implementing a system of measures for training highly skilled, well-educated, politically literate young workers, capable of rationally utilizing the gigantic production forces which have been created in this country. As is well known, in the creation of equipment, standardization, normalization, and unification have been widely introduced. The machines be used in the APK sectors are created on unified principles with the utilization of standardized elements, block-units, and various attachments. Consequently, for polytechnical instruction we can select out of all the multiplicity of modern-day equipment parts, assemblies, and units which are common to all machines and which are fully defined and accessible for study. Having thoroughly studied them the pupils can quickly learn to master any brand of tractor, combine, or any other complex agricultural machine.

Based on the existing classification of standard machine parts and assemblies, as well as those of mechanisms, and the technological labor processes of various sectors of production, we are confronted with the task of discovering the common and typical phenomena, distributing them into groups in accordance with the existing criteria, and utilizing the selected material for didactic processing and constructing a system of theoretical knowledge for the pupils of the general-educational schools, vocational-technical schools, and tekhnikums. Such an approach will allow us to establish within the curricula a coordinated inter-relationship of knowledge with respect to general-educational subjects, as well as labor habits and skills. On this basis the pupils will be able to clear up the general principles and methods more deeply, those which are used in social, practical work; they will also be trained more rapidly for specific labor activity.

The solution to this complex problem can be speeded up by conducting comprehensive studies which would make it possible to define the correlation between general-educational, general-labor, and production training: to set up occupational patterns; to draw up occupational-skills characteristics; to work out curricula and methodological aids.

It is no less important to ensure further improvement of the occupational-skills structure of workers' enterprises and organizations of the agro-industrial complex, and this can only proceed on the basis of sectorial forecasting and prospective planning with regard to training and upgrading the qualifications of the workers. This means that the vocational-technical instruction must be carried out on the basis of the requirements made on the workers by production not only at the present time but also taking into account the increase in skills which will be required in the immediate future. With such an approach to the future planning of training and upgrading qualifications, instruction can be conducted far in advance; it will, so to speak, take the lead in the process of a person's development, rapidly eliminating the gap between this development and the precipitously multiplying volume of knowledge.

The responsibility for such prospective planning, in our opinion, should be entrusted to the sectorial scientific-research institutes, production associations, and enterprises. This will allow us to make a timely study of the changes in the occupational makeup of workers, develop special requirements for their training, and determine the contents of curricula and programs, taking into consideration present-day requirements as well as the sector's developmental trends.

The accelerated pace of development of scientific and technical progress requires an approach to improving the occupational structure of working personnel which is different in principle. At the same time that new equipment is designed it is necessary to precisely determine the amount of general-technical and special knowledge which is required of the worker. In order to eliminate the monotony of a worker's labor and enhance its contents value, it is no less important at this same stage to establish the most feasible combination and shifting of occupations. Such an approach will permit each APK sector to discover in a timely manner the needs for workers in new fields of specialization and to work out their own, most feasible procedure for combining occupations.

Practical experience has shown that insufficient attention is being paid to the problems of combining occupations. For example, operators in dairy livestock-raising engaged in servicing cows of the dairy herd are frequently incapable of performing adjustment operations, while foremen of machine-type milking do not know how to set up the work of closely related sections or how to eliminate minor defects in the operation of the electrical equipment system. This situation is obviously abnormal. But how should it be corrected? There is only one solution--at the beginning a comprehensive study must be conducted on the profile of the workers being trained at agricultural vocational-technical schools; on the basis of this, the economic effectiveness of combining occupations can be determined. Then we must work out a special statute concerning the procedure for combining occupations along with their new classification, associating fields of specialization which are of the same kind or closely related. On this basis, of course, the ministries and departments would be able to create not only a personnel model for an enterprise but also the occupational-qualificational characteristics of a highly skilled worker. By comparing it with the situation which has actually taken shape, we could model future occupations, forecast their further development, and determine the scope and contents of vocational training for young persons.

Modeling and forecasting the needs for working personnel will allow the new administrative organs of an APK to present to the USSR Gosprofobr [State Committee for Vocational and Technical Education] several years ahead of time scientifically well-grounded order-plans for training workers with regard to occupations and skills levels. The vocational-technical schools will be able to prepare well ahead of time the necessary material base, educational documentation, textbooks, visual aids, and technical means of instruction.

The quality of workers' training depends, to a large extent, on the production base of the vocational-technical schools. It is very important, therefore, to bring about a situation whereby the kolkhozes, sovkhozes, production associations, and other enterprises of an APK offer each school permanent facilities for educational work of high complexity for every occupation considered for several years ahead of time; these facilities should be furnished with up-to-date equipment, the latest tools and attachments.

An important condition for upgrading the quality of the educational work at secondary vocational-technical schools is their specialization. At the present time a situation has taken shape whereby at most vocational-technical schools worker training is conducted in 7--8 and even more varied types of occupations: these range from shepherd to radio-operator. Insufficient specialization has reduced the possibility for creating a good educational-material base according to the following principle: for every occupation--a workshop, for every subject--a study-room. Such a situation negatively affects the quality of instructing pupils because the teachers of general-educational subjects cannot know the characteristics of training workers in diverse occupations, cannot provide them with vocational guidance, implement inter-subject ties, or solve problems with production contents. Promulgating a precise specialization of the secondary vocational-technical schools within the process of the imminent reform is one of the most important tasks confronting the APK sectors and the USSR Gosprofobr.

In our opinion, it is high time that we changed the existing practice of assigning vocational-technical school graduates. Within the APK framework it would be feasible to switch over to an inter-sectorial redistribution of young workers within the bounds of the general plans established by the ministry and department for the given republic, kray, oblast, or rayon.

Polytechnical training of pupils on these new principles will allow us to widely implement the theory of instruction by stages, the essence of which consists of organizing the educational process in the following three stages: basic, specialized, and supplementary. In the basic stage the fundamentals of instruction are laid down, and a broad-based, general-vocational, polytechnical training is carried out. Pupils master the most typical skills, abilities, and habits for their occupation as a whole.

Training workers for any occupation, for example, that of a fitter, includes a mandatory, general-educational training for all fields of specialization. Thus, as the basic pivot for the occupation of fitter one may take the specialty of fitter-repairer of agricultural equipment. Mastery of this specialty enables a young worker to make the transition to various work within the bounds of this occupation.

The basic production training is conducted in educational workshops, other shops, or sections within the body of a group of trainees studying in accordance with standardized curricula and programs. The standardized contents of theoretical instruction at its basic stage provides the pupils with sufficiently broad, general-technical and polytechnical knowledge, raises their over-all technical level, and facilitates their transition from one occupation to another. Analysis has shown that in vocational-technical schools at least 70 percent of the educational time must be spent on general-occupational training.

In the specialized stage of training the pupils acquire knowledge, skills, and habits which are needed for mastering the chosen field of specialization. And the supplementary stage of training ensures the upgrading of the workers' skills.

Implementing the theory of instruction by stages would be unthinkable without strengthening the general-technical training of pupils.

It is high time that we re-examined the structure of the educational programs with respect to the APK sectors and the periods of production instruction. Every vocational-technical school ought to be granted the right to independently develop educational programs of production practice, based on the standardized programs approved by USSR Gosprofobr. We must, without fail, indicate in them the nomenclature, complexity, and diversity of operations, and describe the new functions which must be performed by the pupils in their work places. In the program's special section it is important to reflect study of the experience of production innovators.

A particular problem is that of the probationary period for the foremen of production instruction. He who equips pupils with practical habits in accordance with the special program must himself profoundly master the advanced labor methods both in the educational workshops and on the production line.

It is no less important to strengthen the practical thrust of teaching the courses entitled "Political Science" and "Fundamentals of Economic Knowledge," to develop economic thought among the pupils. The process of instruction and indoctrination must be permeated with a high degree of party spirit; it must reveal production and life prospects to the pupils, inculcate in them a sense of responsibility to the people for their own labor, social, and personal actions, as well as ideological convictions and patriotism.

The new approach to the training of skilled workers inevitably leads to the transition to prospective planning of the training of workers' personnel. It would be feasible to create two-year institutes for training foremen in on-the-job training, to accept in them those persons who have graduated from a PTU [vocational-technical school] and who have a probationary labor period of at least two years.

We are faced with the task of significantly modernizing the existing system of training as well as upgrading the qualifications of workers directly on the production line. There is still a lack of continuity between the training of workers and upgrading their qualifications.

In connection with the transition to universal vocational instruction, it has been proposed that the training and retraining of working personnel be carried out on the basis of integrated qualifications requirements, a general system of instruction, as well as continued curricula and educational programs. Such an approach will allow us to achieve an integrated qualifications level.

Only an integrated vocational-qualifications characteristic, mandatory for all full-time and evening-type vocational-technical schools, general-educational schools, and educational-course combines, can serve as the point of departure for a base of instruction. Under the conditions of a kolkhoz, sovkhos, production association, or other APK enterprise, the formation of skilled workers can be ensured if the instructional process is organized on a scientific basis. Deserving of attention is the idea of instructing the workers of an agro-industrial complex in the following three stages: elementary--the first, intermediate--the second, and higher--the third stage.

Such experience has been accumulated in shipbuilding, the automotive, and other industrial sectors. Workers who do not have an occupation or who wish to acquire a new one are offered the chance for instruction at the appropriate stage. This allows us to create a reserve of workers with the needed skills in each enterprise.

Further improvement in the work of the vocational-technical schools and the transition to the training, retraining, and upgrading of workers' skills will ensure on a country-wide scale the implementation, in accordance with the new principles, of the universal, vocational-technical education of school pupils, working young people, and middle-aged workers.

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